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ABSTRACT

This report presents the results of a community survey conducted to determine whether the Fort Bend schools were providing the kind of school services the community really wanted. The information was obtained by conducting a random opinion survey of community members, parents, teachers, and students. The report comprises a summary of attitudes expressed by the public on a wide variety of topics related to the Fort Bend schools and the observations and recommendations made for effective school-community communication. (Author)

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ACHIEVING ACTION-ORIENTED COMMUNICATION TO IMPROVE SCHOOL-COMMUNITY RELATIONS

by Larry C. Zaruba

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Austin Cluster
Dr. Thomas H. Scannicchio

Midi Practicum
November 20, 1974

EA 006 729

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NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

PRACTICUM PROPOSAL CHECK SHEET (Attach to practicum proposal)

Mini___
Midi X
Maxi I___
Maxi II___

Name Larry C. Zaruba

Cluster Austin Date of submission January 5, 1974

Practicum title ~~Achieving Action-Oriented Communication to~~ Improve School-Community Relations

What participant hopes to accomplish A district survey showed that there are some problems or misconceptions and I would like to take the data and come up with recommendations for improvement of school and community relations

1. PERSONAL DATA

Position in school system Administrative Assistant

Does proposal explain how participant's position is related to ability to perform the practicum? yes

2. IDENTIFICATION OF THE PROBLEM

Does the proposal:

(a) represent a real problem the participant is anxious to solve? yes
(b) make clear what needs to be changed or resolved? yes
(c) make clear the importance of doing so? yes
(d) justify the time and effort the participant plans to expend? yes

3. WORK PLAN

Does the proposal:

(a) distinguish between research and practicum performance? yes
(b) take into account similar work in process or completed elsewhere? no
(c) include criteria for evaluating results? yes

4. EXECUTION

Where will the practicum be carried out? Fort Bend Independent School Dist.
Are needed facilities or other means available? yes
Have necessary approvals been obtained? yes
Can practicum be carried out in allotted time? yes
Estimated total man-days:
(a) to complete practicum 80
(b) to write report 15
Schedule:
(a) start January 2, 1974
(b) end October 31, 1974
(c) report November 20, 1974

5. JOINT PRACTICUMS

Has role of each participant been described and justified?_____
Have man-days for each task-force member been estimated?_____

6. MAXI PRACTICUMS

Has participant submitted name, title, affiliation, address, and telephone number of each of three persons qualified to observe the practicum critically and willing to evaluate the participant's effort?_____

ABSTRACT

This report presents the results of a community survey conducted to determine whether the Fort Bend Independent District schools were providing the kind of school services the community really wanted. The information was obtained by conducting a random opinion survey of community, parents, teachers and students. The report is comprised of 1) a summary of attitudes expressed by the public on a wide variety of topics related to Fort Bend Independent District schools, and 2) the observations and recommendations made for effective school-community communication.

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OVERVIEW

The Fort Bend ISD serves an attendance zone of 183 square miles spread over three major towns and numerous separate housing subdivisions. These vary from tenement and rural sharecropper housing to exclusive residential developments. The students represent the broad spectrum of educational interests and social/cultural backgrounds found in many large rural school districts ranging from the lowest socio-economic group of Blacks and Mexican-Americans to lower high class Anglos.

The district is at present going through a period of great transition and very rapid growth. The changing nature of the school district from majority Black and Mexican-Americans to almost 60% Anglo within the last three years has resulted in a sharply divided student body. During this time there has not been a great deal of organization within the school to promote and develop student leaders.

There is a large migration of Spanish-speaking laborers who came from Mexico for farm work and have remained in the area—accounting for the large percentage of Spanish-speaking students. The Black population consists of long-time farm laborers and local factory and domestic workers. The Anglo population is as diversified within itself as the other two groups, ranging from low socio-economic domestic and farm laborers, to middle class white collar workers, to upper class executives and land owners.

This diverse population from identified socio-economically divergent groups, definite ethnic groups, and groups with English as a second language definitely suffered from a lack of communication necessary to bring unity to the district.

The welding together of the people from separate municipalities, separate subdivions, and different ethnic or racial groups is the foremost challenge of the Fort Bend school district.

The Fort Bend school board learned painfully that public opinion on any issue is highly dependent upon public knowledge of the issue—that no matter how deserving of favorable opinion a district may be, it can hardly expect favorable opinions from a public which is for the most part ignorant of the problems in the school district. Ignorance, unfortunately, can only breed misunderstanding.

For many years the citizens have trusted the board members of the district. But now the board has, in large measure, lost their credibility with the public. The citizens spoke out against the board by voting down a large bond issue. When the financial referendum was defeated, the school board had to guess why. After they considered possible causes be it voter ignorance, or whatever, they had to further speculate about what might be an effective campaign to gain voter approval at the next bond election.

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The school district decided that a serious information gap has been allowed to develop between the public and the school district.

The simple fact is that the district is so dependent upon its public for support, financial and otherwise, that it committed educational hari-kari when it neglected the public, isolated itself from the community, and left its citizenry either misinformed or commpletely uninformed.

To find a solution to the problem, the shool board decided to spend $12,000 on an opinion survey of the parents, teachers and students of the district. Since surveys and opinion polls are good ways to gain insight into a community's feelings and toward the school system as a whole.

Designed with the trio of factors in mind—public opinion, public knowledge, public vision—and conducted with concern for statistical validity and reliability, a school district public opinion poll can do a double service. It can measure the level of public understanding in a district and, at the same time, establish valuable channels of communication between the board and public necessary to raise that level.

As the uncovering of the survey suggests, just as it is advantageous for school officials to know how voters feel about the schools, it is equally useful for them to learn about knowledge gaps or misunderstanding that may influence voter decisions in

school matters requiring public approval. The administration finds itself in the position of guessing both the community's attitudes and the causes of those attitudes. A defeated bond issue is a definite indicator of community attitude. Be it apathy or indifference at one end of the continuum to complicated reasons concerning taxes and local politics, an attitude as a whole has been expressed.

Before the opinion survey was completed the board decided that the bond issue should be resubmitted to the people. Undoubtly the voters' minds were convinced through the action of the board and the opinion survey that the bond issue should be passed.

The public needs and asks for the kind of information that is presently not provided by the various means of communication within the district.

While reluctance to pass a school bond does not mean that the people have lost confidence in public education, it does imply that they are beginning to question administrators. They want to know what the schools are trying to accomplish and the extent to which they are achieving their goal.

The opinion survey became my practicum to evaluate the results and plan the action to find possible ways to bring the school and community together through improvements made in the communication process. Recommendations will be carefully made to suit local conditions so they can be implemented and thus stand some chance of ameliorating local problems.

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Through the survey and the actions taken to make improvements, this will further enhance general public interest in school affairs. Parties to local conflict can be helped to see that there is a role for citizen "watchdog groups" and the concern of such groups can be aired and acted upon to bring about useful changes in the school programs.

Communication needs were studied by the neighborhood and teachers advisory committees. Committee members, by feeling they were an integral part of the school, served as sounding boards for ideas. They later met with the superintendent and expressed the groups thinking on the problem.

The opinion survey would have been an insult to the citizens polled if there had been no specific plans for tabulating, reporting and acting upon the results. The citizens, students and teachers were to receive a report on the results. In this way, the communication process could be established. The public can then see themselves as an integral part of the educational process and want to become more involved if their interests are being heard and made use of. Fundamentally, the idea is to develop and nourish appropriate mechanisms to advance two-way communication.

DISTRICT SURVEY PROJECT

Volume One: Student Questionnaire with Results

FORT BEND INDEPENDENT SCHOOL DISTRICT

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STUDENT QUESTIONNAIRE INTRODUCTION

This student questionnaire (exhibit I) was devised by the Project Coordinator with the aid of his Consultants, and Student Advisory Council. Its purpose was to identify certain attitudes on the part of secondary students in the Fort Bend Independent School District.

The questionnaire was not geared necessarily to seek out truth, but rather to find what our students, in general, believe to be truth in our area of study.

A copy of the Anomyous Student Questionnaire was given to each student in grades 6 - 12 who was in home room on Friday, December 6. Of the approximately 2480 students enrolled in these grades on that day 2108 (85%) answered at least a portion of the questionnaire and returned it. These students had approximately three-quarters of an hour to complete the information, if they wished to use that much time.

In grades 6 - 8 the Home Room Representatives were called to the Central Office in their building where they were given enough copies for each student in their home room section. These representatives then distributed the questionnaires to the students in their homerooms and when everyone had finished that same representative picked up the questionnaires and returned them to the Central Office.

In grades 9 - 12 the Student Advisory Council distributed the questionnaires to the Home Room Representatives who in turn passed them out and picked them up in their home rooms and returned them to the Student Advisory Council.

The questionnaires were then taken to the Central Administration

Building where the Coordinator, with the aid of his clerk, sorted the questionnaires according to grade levels (6-8, 9-10 and 11-12), ethnic groups (Anglo, Mexican American and Negro), and sex. Tables were then produced showing number of each response with its percent of the total answering that question. Naturally the Coordinator wished to combine similar responses on the open ended questions and with this in mind he made certain judgements, but he always attempted to be objective and not wanting to overlook any viewpoint attempted to limit this type of decision.

The results of these proceedures follow with each question, its purpose, three tables breaking down the responses to each question, and a brief look at what the Coordinator, with the aid of his Citizens Committee, read from each table.

I wish to re-emphasize at this point that we are not trying to say that a certain situation exists in our schools, good or bad. What we wish to say is that certain attitudes exist among our students and if someone truly believes you are a saint or a villian, and you are neither, then you wish to either continue to encourage him on the first case or press harder on the other to show your true nature. On the other hand if he believed you a villian and you, looking at yourself, find him to be correct then you may wish to press hard to correct your defect. This is our goal in pointing out student opinions and we hope everyone will take this study in this light.

ANONYMOUS STUDENT QUESTIONNAIRE

This questionnaire is to determine how our students feel toward certain areas of school life. There are no wrong answers if you are honest.

Please work alone. Please do not talk until everyone is finished. We would like for everyone to answer all of the questions so that we may get everyones honest opinion. If you do not wish to answer a question or questions you do not have to do so, but please return your questionnaire (unfolded).

Where there are multiple choice questions you may place a check (✓) or (X) in front of your answer. When a written response is called for you may write your true feelings in the space provided but please be clear so that we will be able to read your answer. You will notice that some multiple choice questions have an answer 'other' with a blank beside it. If you use this answer we would like for you to explain or identify what you meant when you chose that answer. If you are not sure, do not know or do not wish to respond to a question you may use 'do not know'.

When these terms appear they are referring to the groups described:

Anglo----------white students
Mexican American----------brown students
Negro----------black students

No one will know how you answered or if you did answer this questionnaire unless you wish to tell them. When you have finished return them to your home room representative. Thank you.

FOREWORD

In the tables that follow each block contains a percentage which represents the quotient of the number of students in that category who gave that response (if there were any) divided by the total number of people in that category who answered that question. Another number appears in each block also, this being the number of students in that category who gave that response (dividend). In the row of 'totals' the percent is the sum of that column which should always equal one-hundred percent, but you will notice this is not always the case here since each was rounded off to the nearest percent. The number under that percentage in the total row is the total number of students who answered that question in that category. Following the row of 'totals' is found the row for 'no response' which is the number of students, based on the totals of question 2, who did not answer the given question.

Following each table there is a summary of how the Coordinator interprets the information. The last paragraph of each of the question's tabulations is a comparative summary of each table dealing with that question. Please remember that each summary is the opinion of the Coordinator and is to be used as a guide for the reader.

STUDENT QUESTIONNAIRE

1. You are:
   0 female
   0 male

2. Do you think you will finish high school?
   0 yes
   0 no
   0 do not know

3. If you answered question 2 'no' could you tell us why?

   _____

   _____

   _____

4. After you are out of school what do you hope to do?

   _____

   _____

   _____

5. Is your answer to question 4 what your parents want you to do? If not what do they want you to do after you finish school?_____

   _____

   _____

6. Have the schools of the Fort Bend Independent School District encouraged you to obtain your goal in question 4?

   _____

   _____

   _____

7. Do you think the Fort Bend Independent School District is doing all it should to help bring about understanding between the different races in our schools?
   0 yes
   0 no
   0 other_____
   0 not sure

8. If you answered question 7 'no' what would you suggest the district do to bring about more understanding between the different races in our schools?_____

   _____

   _____

   _____

9. How many inter-racial friendships have you noticed between students this school year (friendships between students of different races)?
   0 many
   0 some
   0 few
   0 none
   0 do not know

10. Are your friends at school mostly students of your own race?
   0 yes
   0 no
   0 other_____
   0 do not know

11. If your answer to question 10 is 'yes' would you like to have more friends of other races?
   0 yes
   0 no
   0 other_____
   0 do not know

12. In general, how do your teachers treat students of other races?

_____

_____

_____

13. How do you feel toward teachers of other races?

_____

_____

_____

14. How do you feel about drug (marijuana, LSD, heroin, etc.) abuse? How do you feel about students who use drugs?

_____

_____

_____

15. Do you think that minority students (Mexican American, Negro, etc.) in the Fort Bend Independent School District are
   0 helped but not as much as Anglo students
   0 helped more than Anglo students
   0 not helped
   0 helped to the same degree as all other students
   0 other_____
   0 do not know

16. Do you think that students of minority groups (Negro, Mexican American, etc.) are given the same chances or opportunities as Anglo students when they try to take part in school activities such as band, student council, football, school plays, etc.?
   0 yes
   0 no
   0 more
   0 do not know

17. Do you think students of minority groups (Mexican American, Negro, etc.) are given the encouragement Anglo students receive when they compete in academic classes?
    0 yes
    0 no
    0 more
    0 do not know

18. If you answered questions 16, 17 'no', please explain.

    _____

    _____

    _____

19. You consider yourself:
    0 Anglo
    0 Mexican American
    0 Negro
    0 Other_____

20. Would you rather go to a school which had fewer students of different races?
    0 yes
    0 no
    0 do not know

21. What rating would you give the Fort Bend Independent School District?
    0 excellent
    0 good
    0 fair
    0 poor
    0 other_____
    0 do not know

22. Why did you rate the schools as you did in question 21?

    _____

    _____

    _____

EXHIBIT II
STUDENT QUESTIONNAIRE BREAKDOWN
BY GRADE LEVELS AND ETHNIC GROUPS

6-8 Grades

Anglo	624	53%
Mexican American	354	30%
Negro	192	16%
Total	1170	99%

9-10 Grades

Anglo	315	54%
Mexican American	178	31%
Negro	90	15%
Total	583	100%

11-12 Grades

Anglo	202	57%
Mexican American	101	28%
Negro	52	15%
Total	355	100%

Total Students

Anglo	1141	54%
Mexican American	633	30%
Negro	334	16%
Total	2108	100%

NOTE: Breakdown of students who answered questionnaire from question 2. There were approximately 2480 students enrolled in grades 6-12 at the time the questionnaire was passed out.

QUESTION 2

DO YOU THINK YOU WILL FINISH HIGH SCHOOL?
Yes
No
Do Not Know

Purpose: This question was to determine the percentage of students at each grade level (6-8, 9-10 and 11-12) who felt they would drop out of school before they were to graduate.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	91% 287	92% 283	91% 570	67% 130	63% 102	66% 232	74% 75	81% 73	77% 148	91% 570	70% 380	81% 950
No	3% 10	2% 5	2% 15	3% 6	2% 3	3% 9	4% 4	4% 4	4% 8	2% 15	3% 17	3% 32
D.N.K.	6% 20	6% 19	6% 39	30% 57	35% 56	32% 113	23% 23	14% 13	19% 36	6% 39	27% 149	16% 188
Totals	100%	100%	99%	100%	100%	101%	101%	99%	100%	99%	100%	100%

There is little difference in the 'No' answers between any of the groups. There is a great difference in the 'Do not know' response leading me to believe that the minority students (especially the Mexican Americans) have more doubts about finishing high school than the Anglo.

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	94% 144	91% 147	92% 291	85% 73	76% 70	80% 143	86% 44	85% 33	86% 77	92% 291	82% 220	88% 511
No	1% 2	3% 5	2% 7	2% 2	3% 3	3% 5	-	3% 1	1% 1	2% 7	2% 6	2% 13
D.N.K.	5% 8	6% 9	5% 17	13% 11	21% 19	17% 30	14% 7	13% 5	13% 12	5% 17	16% 42	10% 59
Totals	100% 154	100% 161	99% 315	100% 86	100% 92	100% 178	100% 51	101% 39	100% 90	99% 315	100% 268	100% 583

Much the same as grades 6-8, except the differences in the 'Do no know' are not as great. This could be accounted for in several ways. The student at this level has more defined goals and some of those who were not sure in grades 6-8 have dropped out of school by now.

QUESTION 2

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	96% 77	97% 118	97% 195	85% 40	91% 49	88% 89	90% 18	94% 30	92% 48	97% 195	90% 137	94% 332
No	1% 1	1% 1	1% 2	-	2% 1	1% 1	-	3% 1	2% 1	1% 2	1% 2	1% 4
D.N.K.	3% 2	2% 3	2% 5	15% 7	7% 4	11% 11	10% 2	3% 1	6% 3	2% 5	9% 14	5% 19
Totals	100% 80	100% 122	100% 202	100% 47	100% 54	100% 101	100% 20	100% 32	100% 52	100% 202	100% 153	100% 355

At this level the 'No' and 'Do not know' responses drop off but there is still a 7% difference between Anglo and minority in the 'Do no know' response. The decrease in 'Do not know' and 'No' could be partially explained by the 'drop out' fact - those answering 'Not sure' or 'No' in grades 6-10 could drop out by grades 11-12.

COMPARISON:
From this it seems our minority students have may more anxieties about finishing school than the Anglo. Poor grades, finances, not feeling a part, lack of home backing and education, etc. could account for some of this.

QUESTION 3

IF YOU ANSWERED QUESTION 2 'NO' COULD YOU TELL US WHY?
Yes
No
Do Not Know

Purpose: Why do those who say they will not finish school feel defeated, misplaced or extremely unhappy in our schools?

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Do not like school	80% 4	33% 1	63% 5	25% 2	67% 2	36% 4	100% 3	100% 2	100% 5	63% 5	56% 9	58% 14
Get job to help family	-	-	-	75% 6	33% 1	64% 7	-	-	-	-	44% 7	29% 7
Get Married	-	67% 2	25% 2	-	-	-	-	-	-	25% 2	-	8% 2
Join Service	20% 1	-	13% 1	-	-	-	-	-	-	13% 1	-	4% 1
Totals	100% 5	100% 3	101% 8	100% 8	100% 3	100% 11	100% 3	100% 2	100% 5	101% 8	100% 16	99% 24
No Response	5	2	7	0	0	0	1	2	3	7	3	10

Of the 32 students who answered question 2 'No' 24 responded to question 3. Of that 24, 14 (58%) said they would not finish school because they 'do not like it'. Seven (29%) will get a job to help out the family. (These were all Mexican American).

QUESTION 3

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Do not like school	-	75% 3	50% 3	-	25% 1	25% 1	-	-	-	50% 3	20% 1	36% 4
Too old	50% 1	-	17% 1	-	-	-	-	-	-	17% 1	-	9% 1
Bad Grades (Failing)	50% 1	-	17% 1	-	25% 1	25% 1	-	-	-	17% 1	20% 1	18% 2
Trouble at home	-	-	-	-	50% 2	50% 2	-	-	-	-	40% 2	18% 2
Getting Married	-	25% 1	17% 1	-	-	-	-	-	-	17% 1	-	9% 1
Dislike intergrated schools	-	-	-	-	-	-	-	100% 1	100% 1	-	20% 1	9% 1
Totals	100% 2	100% 4	101% 6	-	100% 4	100% 4	-	100% 1	100% 1	101% 6	101% 5	99% 11
No Response	0	1	1	2	0	2	0	0	0	1	2	3

Of the 13 students who answered question 2 'No' 11 responded to question 3. Of that 11, 4 (36%) said they would not finish school because they 'Do not like it'. Two said they were failing and 2 also had home problems which would keep them from finishing.

Grades 11-12

We received no response to this question at the 11-12 grade level. It should be noted we had a total of 4 'No' checks.

There were 4 who responded 'No' to question 2 but none of these reported to question 3.

COMPARISON:
Of the [illegible] students who responded to question 3, 18 (51%) said they 'Did not like' school. There is not a great deal that can be gained from this since the number that answered this question is so small.

QUESTION 4

AFTER YOU ARE OUT OF SCHOOL WHAT DO YOU HOPE TO DO?

Purpose: This was to determine the general goals of our students so as to see if our offerings are meeting the general needs of our students. Also how do our students look at education in general.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
College	61% 176	61% 183	61% 359	32% 54	51% 75	41% 129	35% 32	57% 50	46% 82	61% 359	43% 211	52% 570
Business Jr. College	4% 11	12% 36	8% 47	11% 18	13% 19	12% 37	7% 6	8% 7	7% 13	8% 47	10% 50	9% 97
Job**	29% 83	15% 44	21% 127	50% 84	30% 45	41% 129	49% 45	28% 24	39% 69	21% 127	40% 198	30% 325
Getting Married	-	7% 20	3% 20	-	4% 6	2% 6	-	3% 3	2% 3	3% 20	2% 9	3% 29
Peace Corp**	-	1% 2	0% 2	-	-	-	-	-	-	0% 2	-	0% 2
D. N. K.	7% 20	5% 17	6% 37	8% 14	2% 3	5% 17	9% 8	3% 3	6% 11	6% 37	6% 28	6% 65
Totals	101% 290	101% 302	99% 592	101% 170	100% 148	101% 318	100% 91	99% 87	100% 178	99% 592	101% 496	100% 1088
No Response	27	5	32	23	13	36	11	3	14	32	50	82

Anglos have higher educational goals than minorities. Fewer minority males see going to college than minority females (this difference is note worthy). Almost as many minority students expect to get a job as expect to go to college. At this grade level that is important.

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Students Total
College	57% 81	55% 88	56% 169	36% 28	27% 24	31% 52	39% 18	30% 11	35% 29	56% 169	33% 81	45% 250
Business Jr. College	7% 10	26% 41	17% 51	3% 2	11% 10	7% 12	2% 1	30% 11	14% 12	17% 51	10% 24	14% 75
Job**	30% 43	11% 17	20% 60	52% 40	46% 41	49% 81	48% 22	30% 11	40% 33	20% 60	46% 114	32% 174
Getting Married	-	4% 6	2% 6	-	6% 5	3% 5	-	8% 3	4% 3	2% 6	3% 8	3% 14
D. N. K.	6% 8	5% 8	5% 16	9% 7	10% 9	10% 16	11% 5	3% 1	7% 6	5% 16	9% 22	7% 38
Totals	100% 142	101% 160	100% 302	100% 77	100% 89	100% 166	100% 46	101% 37	100% 83	100% 302	101% 249	101% 551
No Response	12	1	13	9	3	12	5	2	7	13	19	32

Continued on next page

QUESTION 4

Continued

As the students become older their goals tend to become more realistic and the percentage of college hopefuls drops off in all three groups, but more so among Mexican American and Negro students. More minority students expect to go to work than go to college. More than half of the Anglos expect to go to college at this level compared with one-third of the minority students. Blacks seem to have greater intentions of obtaining higher education than Mexican Americans.

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
College	73% 54	55% 67	62% 121	36% 14	32% 17	34% 31	39% 7	45% 13	43% 20	62% 121	37% 51	51% 172
Business Jr. College	4% 3	22% 27	15% 30	15% 6	23% 12	20% 18	33% 6	24% 7	28% 13	15% 30	22% 31	18% 61
Job	19% 14	13% 16	15% 30	41% 16	30% 16	35% 32	28% 5	24% 7	26% 12	15% 30	32% 44	22% 74
Getting Married	-	8% 10	5% 10	-	8% 4	4% 4	-	7% 2	4% 2	5% 10	4% 6	5% 16
D.N.K.	4% 3	1% 1	2% 4	8% 3	8% 4	8% 7	-	-	-	2% 4	5% 7	3% 11
Totals	100% 74	99% 121	99% 195	100% 39	101% 53	101% 92	100% 18	100% 29	101% 47	99% 195	100% 139	99% 334
No Response	6	1	7	8	1	9	2	3	5	7	14	21

The gap between Anglo and minority going to college remains about the same from grades 9-10 but there is a small increase in the percentage for each ethnic group. This increase could be explained possibly as the results of students with lower educational goals dropping out before this level. Blacks show a stronger design for obtaining higher education than Mexican Americans.

COMPARISON:
At all levels minorities show far less intent to attend college yet blacks are far beyond browns in educational goals. Apparently education is stressed more in the black culture than the brown.

QUESTION 5

IS YOUR ANSWER TO QUESTION 4 WHAT YOUR PARENTS WANT YOU TO DO? IF NOT WHAT DO THEY WANT YOU TO DO AFTER YOU FINISH SCHOOL?

Purpose: How do our students presume their parents feel toward the goals they have set for themselves?

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	52% 119	60% 155	56% 274	46% 58	56% 72	51% 130	33% 23	59% 44	47% 67	56% 274	50% 197	53% 471
No	21% 48	19% 49	20% 97	21% 27	18% 23	20% 50	32% 22	23% 17	27% 39	20% 97	22% 89	21% 186
They do not care	-	3% 9	2% 9	1% 1	-	0% 1	-	-	-	2% 9	0% 1	1% 10
D.N.K.	27% 63	18% 46	22% 109	32% 40	26% 33	29% 73	35% 24	18% 13	26% 37	22% 109	28% 110	25% 219
Totals	100% 230	100% 259	100% 489	100% 126	100% 128	100% 254	100% 69	100% 74	100% 143	100% 489	100% 397	100% 886
No Response	87	48	135	67	33	100	33	16	49	135	149	284

Girls may be setting goals which are more consistent with their parents desires than boys. Many Negro students feel their parents want them to set higher goals. Of the 46% of the Negro children who hope to go to college all see their parents as satisfied, but 27% of the 54% who chose something other than college as a goal do not see their parents as satisfied.

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	58% 69	74% 103	67% 172	53% 32	51% 36	52% 68	63% 22	65% 20	64% 42	67% 172	56% 110	62% 282
No	25% 29	11% 15	17% 44	27% 16	28% 20	27% 36	20% 7	23% 7	21% 14	17% 44	25% 50	21% 94
They do not care	-	6% 9	3% 9	-	4% 3	2% 3	-	-	-	3% 9	2% 3	3% 12
Make something of myself	-	-	-	8% 5	-	4% 5	-	-	-	-	3% 5	1% 5
D.N.K.	17% 20	9% 13	13% 33	12% 7	17% 12	15% 19	17% 6	13% 4	15% 10	13% 33	15% 29	14% 62
Totals	100% 118	100% 140	100% 258	100% 60	100% 71	100% 131	100% 35	101% 31	100% 66	100% 258	101% 197	101% 455
No Response	36	21	57	26	21	47	16	8	24	57	71	128

Some minority students lower their goals but do not see their parents as having lowered theirs. More minority parents than Anglo parents are apparently unsatisfied with goals their children have set.

QUESTION 5

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	70% 45	75% 79	73% 124	31% 10	62% 28	49% 38	31% 5	58% 14	48% 19	73% 124	49% 57	63% 181
No	13% 8	20% 21	17% 29	41% 13	22% 10	30% 23	25% 4	25% 6	25% 10	17% 29	28% 33	22% 62
They want to go to college	-	-	-	13% 4	-	5% 4	25% 4	-	10% 4	-	7% 8	3% 8
Make something of self	-	-	-	-	4% 2	3% 2	-	13% 3	7% 3	-	4% 5	2% 5
They do not care	6% 4	-	2% 4	6% 2	-	3% 2	-	4% 1	3% 1	2% 4	3% 3	2% 7
D. N. K.	11% 7	5% 5	7% 12	9% 3	11% 5	10% 8	19% 3	-	7% 3	7% 12	9% 11	8% 23
Totals	100% 64	100% 105	99% 169	100% 32	99% 45	100% 77	100% 16	100% 24	100% 40	99% 169	100% 117	100% 286
No Response	16	17	33	15	9	24	4	8	12	33	36	69

More minority students think their parents are dissatisfied with goals. A larger percentage of minority students say their parents are dissatisfied at this level with the goals they have set for themselves.

COMPARISON:
As the student gets older his goals become more realistic in relation to his achievement in school (question 4), but apparently he feels his parents do not concur with his decision to lower his goals, if he has in their eyes. It should be noted here that this conclusion was drawn as if this was the same student which was tested at different levels, but it is obvious that this is not the case. Keeping this flaw in mind, I think one can still make use of the stated conclusion.

QUESTION 6

HAVE THE SCHOOLS OF THE FORT BEND INDEPENDENT SCHOOL DISTRICT ENCOURAGED YOU TO OBTAIN YOUR GOALS IN QUESTION 4?

Purpose: How do our students conceive the relationships between their goals and our schools goals?

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	52% 148	62% 175	57% 323	69% 100	74% 92	71% 192	60% 46	70% 55	64% 101	57% 323	69% 293	62% 616
No	43% 122	26% 74	35% 196	22% 32	18% 23	20% 55	29% 23	22% 17	25% 40	35% 196	22% 95	29% 291
Sometimes	-	5% 15	3% 15	6% 9	-	3% 9	-	-	-	3% 15	2% 9	2% 24
D.N.K.	6% 17	6% 17	6% 34	2% 3	8% 10	5% 13	11% 9	9% 7	10% 16	6% 34	7% 29	6% 63
Totals	101% 287	99% 281	101% 568	99% 144	100% 125	99% 269	100% 78	101% 79	99% 157	101% 568	100% 426	99% 994
No Response	30	26	56	49	36	85	24	11	35	56	120	176

Generally, students feel the schools are doing a good job of encouraging their students to reach their goals. But Anglos are more critical than minorities in this area. Girls are more pleased with the schools efforts.

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor Total	Student Total
Yes	56% 73	43% 64	49% 137	53% 36	40% 30	46% 66	56% 20	41% 12	49% 32	49% 137	47% 98	48% 235
No	42% 55	45% 67	44% 122	41% 28	43% 32	42% 60	33% 12	59% 17	45% 29	44% 122	43% 89	43% 211
Sometimes	-	8% 12	4% 12	-	11% 8	6% 8	-	-	-	4% 12	4% 8	4% 20
D.N.K.	2% 3	4% 6	3% 9	6% 4	7% 5	6% 9	11% 4	-	6% 4	3% 9	6% 13	5% 22
Totals	100% 131	100% 149	100% 280	100% 68	101% 75	100% 143	100% 36	100% 29	100% 65	100% 280	100% 208	100% 488
No Response	23	12	35	18	17	35	15	10	25	35	60	95

At this level the students do not feel the schools are doing enough to help them reach their goals. At this level boys are more satisfied with efforts of schools.

QUESTION 6

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	34% 24	50% 57	44% 81	28% 10	65% 33	49% 43	56% 10	64% 18	61% 28	44% 81	53% 71	48% 152
No	56% 39	43% 50	48% 89	69% 25	25% 13	44% 38	39% 7	32% 9	35% 16	48% 89	41% 54	45% 143
Sometimes	10% 7	6% 7	8% 14	3% 1	6% 3	5% 4	6% 1	4% 1	4% 2	8% 14	5% 6	6% 20
D.N.K.	-	1% 1	1% 1	-	4% 2	2% 2	-	-	-	1% 1	2% 2	1% 3
Totals	100% 70	100% 115	101% 185	100% 36	100% 51	100% 87	101% 18	100% 28	100% 46	101% 185	101% 133	100% 318
No Response	10	7	17	11	3	14	2	4	6	17	20	37

The students here do not think the schools are doing enough to help them reach their goals. It should be noted here also that the Anglos are more critical than the minorities. Girls are much more pleased with the efforts of the schools.

COMPARISON:
In grades 6-8 and 11-12 we can see much more approval by girls than boys, but in grades 9-10 the girls reverse this. (Notice that in every female category for grades 6-8 and 11-12 there is a smaller percentage of 'no' responses than in the corresponding male responses, but in grades 9-10 this reverses and the girls have a larger percentage of 'no's.) In grades 6-8 girls traditionally are more adapt to an academic situation and in grades 11-12 girls are getting the class offerings in vocational and academic areas they want along with the social attention. Ninth and tenth grade girls are in a twilight zone and are not happy with it.

QUESTION 7

DO YOU THINK THE FORT BEND INDEPENDENT SCHOOL DISTRICT IS DOING ALL IT SHOULD TO HELP BRING ABOUT UNDERSTANDING BETWEEN THE DIFFERENT RACES IN OUR SCHOOLS?

Yes
No
Other _____
Not Sure

Purpose: How do our students view the school's role in race relations and are the schools fulfilling that role?

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	57% 180	59% 179	58% 359	59% 110	73% 113	65% 223	61% 60	59% 52	60% 112	58% 359	63% 335	60% 694
No	18% 57	14% 44	16% 101	17% 31	7% 11	12% 42	26% 25	23% 20	24% 45	16% 101	16% 87	16% 188
Not sure	25% 79	27% 83	26% 162	25% 46	20% 31	23% 77	13% 13	18% 16	16% 29	26% 162	20% 106	23% 268
Totals	100% 316	100% 306	100% 622	101% 187	100% 155	100% 342	100% 98	100% 88	100% 186	100% 622	99% 528	99% 1150
No Response	1	1	2	6	6	12	4	2	6	2	18	20

A greater percentage of minority students say 'Yes', but as a group, more blacks say 'No'. Most of these students feel our schools are doing enough to bring about understanding between the races. Not many Anglo or Mexican Americans say 'No', but 24% of the blacks say 'No'. 23% of all students say 'Not sure'.

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	40% 62	32% 51	36% 113	37% 31	37% 33	37% 64	45% 22	28% 11	38% 33	36% 113	37% 97	37% 210
No	34% 52	30% 48	32% 100	30% 25	34% 30	32% 55	31% 15	51% 20	40% 35	32% 100	35% 90	33% 190
Not sure	26% 40	39% 62	32% 102	33% 27	29% 26	31% 53	24% 12	21% 8	23% 20	32% 102	28% 73	30% 175
Totals	100% 154	101% 161	100% 315	100% 83	100% 89	100% 172	100% 49	100% 39	101% 88	100% 315	100% 260	100% 575
No Response	0	0	0	3	3	6	2	0	2	0	8	8

Minority and Anglos are about the same in totals. The Negro males lead in percentage of 'Yes' with 45%. The Negro females lead in percentage of 'No' with 51%. There is not much difference in the percentages between 'Yes', 'No' and 'Not sure'. (37%, 33%, 30%)

QUESTION 7

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	37%	38%	38%	26%	43%	35%	37%	23%	28%	38%	33%	36%
	29	46	75	11	23	34	7	7	14	75	48	123
No	38%	33%	35%	44%	26%	34%	53%	48%	50%	35%	39%	37%
	30	39	69	19	14	33	10	15	25	69	58	127
Not sure	25%	29%	28%	30%	31%	31%	11%	29%	22%	28%	28%	28%
	20	35	55	13	17	30	2	9	11	55	41	96
Totals	100%	100%	101%	100%	100%	100%	101%	100%	100%	101%	100%	101%
	79	120	199	43	54	97	19	31	50	199	147	346
No Response	1	2	3	4	0	4	1	1	2	3	6	9

Mexican American females lead in 'Yes' with 43%. Black males lead in 'No' with 53%. 'No' is the answer given most often by this group as a whole with 37%, but 'Yes' is at 36% and 'Not sure' 28%. (It is emphasized that 28% said 'Not sure').

COMPARISON:
Thirty-two percent of our black students (grades 6-12) say "our schools are not doing enough to bring about better understanding between the different races in our schools", with 24% Anglo and 22% Mexican Americans agreeing (34% of all high school (grades 9-12) students said 'No'). Twenty-six percent (grades 6-12) say 'Not sure' with 24% saying 'No' and 50% saying 'Yes' (36% of all high school students said 'Yes').

Over twenty percent of every ethnic group, at all levels, answered 'Not sure'. This is a very large percentage for this response. Some possible reasons could be: There were doubts, avoiding more work for next question, did not understand question, did not wish to admit more was needed to be done because this would admit there should be change and change was not wanted, etc.

Our schools should do more to help bring about understanding between the different races in our schools according to a significant number of our secondary students.

QUESTION 8

IF YOU ANSWERED QUESTION 7 'NO' WHAT WOULD YOU SUGGEST THE DISTRICT DO TO BRING ABOUT MORE UNDERSTANDING BETWEEN THE DIFFERENT RACES IN OUR SCHOOLS?

Purpose: Suggestions for improving race relations in our schools?

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Treat all students the same	44% 16	54% 15	48% 31	69% 9	57% 4	65% 13	44% 7	53% 8	48% 15	48% 31	55% 28	51% 59
Have more minority teachers	6% 2	-	3% 2	8% 1	-	5% 1	13% 2	-	6% 2	3% 2	6% 3	4% 5
Have race relations seminars	-	18% 5	8% 5	-	-	-	-	-	-	8% 5	-	4% 5
Offer minority culture & history courses	-	-	-	8% 1	-	5% 1	-	-	-	-	2% 1	1% 1
Segregate schools	33% 12	29% 8	31% 20	15% 2	14% 1	15% 3	13% 2	20% 3	16% 5	31% 20	16% 8	24% 28
Misc.	17% 6	-	9% 6	-	29% 2	10% 2	31% 5	27% 4	29% 9	9% 6	22% 11	15% 17
Totals	100% 36	101% 28	99% 64	100% 13	100% 7	100% 20	101% 16	100% 15	99% 31	99% 64	101% 51	99% 115
No Response	21	16	37	18	4	22	9	5	14	37	36	73

Out of a total of 1,170 students 188 answered question 7 'No'. Of this 188, 115 answered this question. In all groups about 50% said all students needed to be treated the same. Thirty-one percent Anglo and 16% minority want segregated schools. Other suggestions were to have more minority teachers and hold race relations seminars.

QUESTION 8

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Treat everyone the same	26% 10	30% 8	28% 18	6% 1	74% 17	45% 18	70% 7	57% 8	63% 15	28% 18	52% 33	40% 51
Dismiss prejudice teachers, admin., etc.	8% 3	-	5% 3	6% 1	-	2% 1	-	7% 1	4% 1	5% 3	3% 2	4% 5
Have race relations seminars,& minority history courses	-	19% 5	8% 5	47% 8	-	20% 8	-	-	-	8% 5	13% 8	10% 13
Integrate all school programs & activities	5% 2	-	3% 2	12% 2	-	5% 2	-	-	-	3% 2	3% 2	3% 4
More discipline	26% 10	37% 10	31% 20	-	4% 1	2% 1	-	-	-	31% 20	2% 1	16% 21
Segregate school	13% 5	7% 2	11% 7	12% 2	4% 1	8% 3	10% 1	7% 1	8% 2	11% 7	8% 5	9% 12
Misc.	5% 2	7% 2	6% 4	18% 3	17% 4	18% 7	-	29% 4	17% 4	6% 4	17% 11	12% 15
D.N.K.	16% 6	-	9% 6	-	-	-	20% 2	-	8% 2	9% 6	3% 2	6% 8
Totals	99% 38	100% 27	101% 65	101% 17	99% 23	100% 40	100% 10	100% 14	100% 24	101% 65	101% 64	100% 129
No Response	14	21	35	8	7	15	5	6	11	35	26	61

Of 583 students, 190 answered question 7 'No'. Of this 190, 129 responded to question 8. The white students want 'more discipline' first and 'everyone treated the same' a close second. Minorities did not think more discipline was needed, but 52% felt everyone was not treated the same and this should be changed. Mexican American girls (74%) and Black boys (70%) are unhappy with discriminatory treatment in our schools.

QUESTION 8

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Treat all students the same	40% 8	50% 14	46% 22	73% 8	70% 7	71% 15	57% 4	69% 11	65% 15	46% 22	68% 30	57% 52
More minority teachers, admin. & school board members	10% 2	4% 1	6% 3	9% 1	20% 2	14% 3	29% 2	6% 1	13% 3	6% 3	14% 6	10% 9
Offer race relations & minority culture - history courses	5% 1	21% 6	15% 7	-	-	-	-	19% 3	13% 3	15% 7	7% 3	11% 10
More discipline	20% 4	7% 2	13% 6	-	-	-	-	-	-	13% 6	-	7% 6
Segregate schools	10% 2	4% 1	6% 3	-	-	-	-	-	-	6% 3	-	3% 3
Do away with grouping	-	14% 4	8% 4	-	-	-	-	-	-	8% 4	-	4% 4
Misc.	15% 3	-	6% 3	18% 2	10% 1	14% 3	14% 1	6% 1	9% 2	6% 3	11% 5	9% 8
Totals	100% 20	100% 28	100% 48	100% 11	100% 10	99% 21	100% 7	100% 16	100% 23	100% 48	100% 44	101% 92
No Response	10	11	21	8	4	12	2	0	2	21	14	35

Of 355 students, 127 answered question 7 'No'. Of this 127, 92 answered question 8. All of these groups complain first of discrimination and feel this should be changed. Mexican Americans complain greatest of this (71%) with Blacks next (65%). Whites want 'more discipline' and 'race relations seminars' also. Blacks would also like 'more minority teachers' and 'race relations seminars'. Browns want 'more minority teachers' also.

COMPARISON:
Fifty-seven percent of grades 11-12, 40% of grades 9-10 and 51% of grades 6-8 feel there are too many students who are given special considerations and privileges. It should be pointed out that only 16% of the total students answering the questionnaire are represented on this question.

QUESTION 9

HOW MANY INTER-RACIAL FRIENDSHIPS HAVE YOU NOTICED BETWEEN STUDENTS THIS SCHOOL YEAR (FRIENDSHIPS BETWEEN STUDENTS OF DIFFERENT RACES)?

Many
Some
Few
None
Do not know

Purpose: This question was to determine percentage of inter-racial friendships and students attitudes toward inter-racial friendships.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Many	39%	43%	41%	57%	50%	54%	56%	61%	58%	41%	55%	48%
	124	131	255	106	80	186	54	55	109	255	295	550
Some	33%	32%	33%	19%	27%	23%	13%	17%	15%	33%	20%	27%
	106	98	204	36	43	79	13	15	28	204	107	311
Few	22%	20%	21%	18%	16%	17%	13%	14%	14%	21%	16%	19%
	69	62	131	33	25	58	13	13	26	131	84	215
None	3%	1%	2%	0%	2%	1%	4%	4%	4%	2%	2%	2%
	8	3	11	1	3	4	4	4	8	11	12	23
D.N.K.	3%	3%	3%	6%	5%	5%	13%	3%	9%	3%	7%	5%
	10	10	20	11	8	19	13	3	16	20	35	55
Totals	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%	100%	101%
	317	304	621	187	159	346	97	90	187	621	533	1154
No Response	0	3	3	6	2	8	5	0	5	3	13	16

These students have noticed a considerable number of inter-racial friendships. This is noted in each ethnic group although Anglo males noticed fewer in the 'Many' category than other groups. Only 23 of 1,154 (2%) claim to have noticed no inter-racial friendships.

QUESTION 9

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Many	39% 60	43% 68	41% 128	46% 39	38% 34	42% 73	48% 24	42% 16	45% 40	41% 128	43% 113	42% 241
Some	34% 53	35% 56	35% 109	33% 28	32% 29	33% 57	32% 16	26% 10	30% 26	35% 100	32% 83	33% 192
Few	20% 31	16% 25	18% 56	16% 14	21% 19	19% 33	12% 6	32% 12	20% 18	18% 56	19% 51	19% 107
None	2% 3	4% 7	3% 10	2% 2	6% 5	4% 7	4% 2	-	2% 2	3% 10	3% 9	3% 19
D.N.K.	5% 7	3% 4	4% 11	2% 2	3% 3	3% 5	4% 2	--	2% 2	4% 11	3% 7	3% 18
Totals	100% 154	101% 160	101% 314	99% 85	100% 90	101% 175	100% 50	100% 38	99% 88	101% 314	100% 263	100% 577
No Response	0	1	1	1	2	3	1	1	2	1	5	6

Over 70% of each ethnic total has noticed 'Some' or 'Many' inter-racial friendships. Only 19 of 577 students answering this question claim to have noticed none (3%).

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Many	46% 36	41% 50	43% 86	36% 16	43% 23	40% 39	53% 10	35% 11	42% 21	43% 86	41% 60	42% 146
Some	37% 29	31% 37	33% 66	41% 18	37% 20	39% 38	21% 4	23% 7	22% 11	33% 66	33% 49	33% 115
Few	15% 12	26% 32	22% 44	14% 6	13% 7	13% 13	21% 4	42% 13	34% 17	22% 44	20% 30	21% 74
None	1% 1	1% 1	1% 2	7% 3	2% 1	4% 4	-	-	-	1% 2	3% 4	2% 6
D.N.K.	1% 1	1% 1	1% 2	2% 1	6% 3	4% 4	5% 1	-	2% 1	1% 2	3% 5	2% 7
Totals	100% 79	100% 121	100% 200	100% 44	101% 54	100% 98	100% 19	100% 31	100% 50	100% 200	100% 148	100% 348
No Response	1	1	2	3	0	3	1	1	2	2	5	7

Seventy-six percent Anglos, 79% Mexican Americans and 64% Negroes noticed 'Some' or 'Many' inter-racial friendships. Only 6 of 348 (2%) noticed 'None'.

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QUESTION 9

COMPARISON:
Of the 2,079 students answering this question, only 48 claimed to have noticed no inter-racial friendships. Students seem to notice a great deal of inter-racial mixing. Seventy-five percent of all students said they have seen 'Many' or 'Some' inter-racial friendships.

QUESTION 10

ARE YOUR FRIENDS AT SCHOOL MOSTLY STUDENTS OF YOUR OWN RACE?
Yes
No
Other_____
Do Not Know

Purpose: This question was to determine the percentage of inter-racial friendships and students attitudes toward inter-racial friendships.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	69% 217	77% 237	73% 454	60% 113	53% 83	57% 196	60% 58	59% 54	60% 112	73% 454	58% 308	66% 762
Equal	4% 12	-	2% 12	-	-	-	-	-	-	2% 12	-	1% 12
No	25% 80	22% 66	23% 146	32% 60	39% 62	35% 122	31% 30	35% 32	33% 62	23% 146	35% 184	29% 330
D.N.K.	2% 7	1% 3	2% 10	8% 15	8% 12	8% 27	8% 8	5% 5	7% 13	2% 10	8% 40	4% 50
Totals	100% 316	100% 306	100% 622	100% 188	100% 157	100% 345	99% 96	99% 91	100% 187	100% 622	101% 532	100% 1154
No Response	1	1	2	5	4	9	5	0	5	2	14	16

Anglo females (22%) and Anglo males (25%) answered least often that their friends were not mostly of their own race. Mexican Americans (35%) and Blacks (33%) say they have mostly friends of other races. With the Black and Brown students' answers being so near and the white students answering so differently, it is probable that most of the inter-racial mixing is between Black and Brown students. Naturally, most friendships are between students of the same race.

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	66% 101	73% 117	69% 218	56% 48	53% 49	54% 97	50% 25	51% 20	51% 45	69% 218	53% 142	62% 360
Equal	6% 9	7% 12	7% 21	-	4% 4	2% 4	-	3% 1	1% 1	7% 21	2% 5	4% 26
No	25% 38	17% 27	21% 65	35% 30	36% 33	35% 63	48% 24	44% 17	46% 41	21% 65	39% 104	29% 169
D.N.K.	3% 5	3% 5	3% 10	9% 8	7% 6	8% 14	2% 1	3% 1	2% 2	3% 10	6% 16	4% 26
Totals	100% 153	100% 161	100% 314	100% 86	100% 92	99% 178	100% 50	100% 39	100% 89	100% 314	100% 267	99% 581
No Response	1	0	1	0	0	0	1	0	1	1	1	2

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QUESTION 10

Grades 9-10

Only 21% of the Anglo students have mostly friends of other races while 35% of the Mexican Americans and 46% of the Negroes claim to have mostly friends of other races. Here also most racial mixing must be between black and brown.

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	78% 62	80% 98	80% 160	55% 23	46% 25	50% 48	45% 9	59% 16	53% 25	80% 160	51% 73	68% 233
Equal	4% 3	2% 3	3% 6	-	7% 4	4% 4	-	-	-	3% 6	3% 4	3% 10
No	16% 13	16% 19	16% 32	43% 18	43% 23	43% 41	55% 11	41% 11	47% 22	16% 32	44% 63	28% 95
D.N.K.	1% 1	2% 2	1% 3	2% 1	4% 2	3% 3	-	-	-	1% 3	2% 3	2% 6
Totals	99% 79	100% 122	100% 201	100% 42	100% 54	100% 96	100% 20	100% 27	100% 47	100% 201	100% 143	101% 344
No Response	1	0	1	5	0	5	0	5	5	1	10	11

Only 16% of the white, while 43% Mexican Americans and 47% Negroes claim to have mostly friends of another race. All three groups had 3% claiming equal numbers of friends.

COMPARISON:
If these students have been objective in their answers here, we have a great number of students (642 of 2,079 - 31%) who claim at least half of their friends are of other races, but only 25% of these are white compared with 38% Brown and 39% Black. Hence, a large number of the inter-racial friendships must be between Mexican Americans and Negroes. This shows up even clearer in grades 9-12 where only 24% of our Anglo students made this claim versus 41% Mexican American students and 47% Negro students.

One possible reason for this could be that many of our 'College bound' sections are almost entirely Anglo whereas most of our 'Slower' sections are primarily Mexican American and Negro in make-up. Therefore, since Black and Browns associate most often in classes together they would constitute most of our cross-over friendships.

QUESTION 11

IF YOUR ANSWER TO QUESTION 10 IS 'YES' WOULD YOU LIKE TO HAVE MORE FRIENDS OF OTHER RACES?

Yes
No
Other _____
Do not know

Purpose: This question was to determine the percentage of inter-racial friendships and the student's attitudes toward inter-racial friendships.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	56%	56%	56%	77%	82%	79%	60%	75%	67%	56%	75%	64%
	140	134	274	108	89	197	43	47	90	274	287	561
No	20%	13%	16%	10%	6%	8%	15%	14%	15%	16%	10%	14%
	50	30	80	14	6	20	11	9	20	80	40	120
D.N.K.	24%	31%	28%	13%	13%	13%	25%	11%	19%	28%	15%	22%
	60	75	135	18	14	32	18	7	25	135	57	192
Totals	100%	100%	100%	100%	101%	100%	100%	100%	101%	100%	100%	100%
	250	239	489	140	104	249	72	63	135	489	384	873

Over 55% in each ethnic group said they would like to have more friends of other races whereas under 20% said 'No'. These were students who claimed to have mostly friends of their own race. Eighty-two percent Mexican American females wanted to make more inter-racial friendships.

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	35%	53%	45%	74%	53%	64%	64%	58%	62%	45%	63%	52%
	38	65	103	43	29	72	23	14	37	103	109	212
No	33%	15%	23%	12%	24%	18%	22%	25%	23%	23%	20%	22%
	36	18	54	7	13	20	8	6	14	54	34	88
D.N.K.	31%	33%	32%	14%	24%	19%	14%	17%	15%	32%	17%	26%
	34	40	74	8	13	21	5	4	9	74	30	104
Totals	99%	101%	100%	100%	101%	101%	100%	100%	100%	100%	100%	100%
	108	123	231	58	55	113	36	24	60	231	173	404

Seventy-four percent of the Mexican American males who had mostly Mexican American friends want more friends of other races. Thirty-five percent of the Anglo males in this category wanted more 'mixing'. More students at this level said 'No' they did not want anymore friends of other races. Forty-five percent or more in each ethnic group said 'Yes'.

QUESTION 11

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	46%	57%	53%	67%	83%	75%	69%	61%	65%	53%	71%	59%
	28	53	81	18	20	38	9	11	20	81	58	139
No	31%	14%	21%	19%	13%	16%	8%	11%	10%	21%	13%	18%
	19	13	32	5	3	8	1	2	3	32	11	43
D.N.K.	23%	29%	27%	15%	4%	10%	23%	28%	26%	27%	16%	23%
	14	27	41	4	1	5	3	5	8	41	13	54
Totals	100%	100%	101%	101%	100%	100%	100%	100%	101%	101%	100%	100%
	61	93	154	27	24	51	13	18	31	154	82	236

Eighty-three percent of the Mexican American females who have mostly friends of their own race wanted more racial 'mixing'. Thirty-one percent of the Anglo males said 'No'. Over 50% in each ethnic group said 'Yes'.

COMPARISON:
Our students who have mostly friends of their own race (those who answered question 10 'Yes') seem to be fairly enlightened toward students of other races and 60% of them would like to develop new friendships across racial lines. Anglo males are the exception to this with only 49% saying yes. Seventeen percent less of all students said 'No'. Of the 65% who answered question 10 'Yes', 25% of the Anglo males said 'No'. This is not all of students, only those who answered question 10 'Yes'.

On these tables the 'No response' totals were omitted. The reason is simple. In grades 6-8, for example, there were 762 students who answered question 10 'Yes'. These 762 students were the only ones who were asked to respond to question 11, but there were 873 responses to this question. Apparently, many students did not completely understand the question since the total of 'Yes', 'Equal', and 'Do not know' is only 824; still short of the needed 873.

QUESTION 12

IN GENERAL, HOW DO YOUR TEACHERS TREAT STUDENTS OF OTHER RACES?

Purpose: The purpose of this question was to measure to some degree attitudes of students towards inter-racial teacher-student roles.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Students all treated the same	84% 254	94% 281	89% 535	78% 130	85% 122	82% 252	82% 71	76% .66	79% 137	89% 535	81% 389	85% 924
Minorities are discriminated against by many teachers	7% 21	1% 3	4% 24	12% 20	14% 20	13% 40	15% 13	21% 18	18% 31	4% 24	15% 71	9% 95
Minorities are treated better by many teachers	3% 9	-	1% 9	3% 5	-	2% 5	1% 1	2% 2	2% 3	1% 9	2% 8	2% 17
Minorities are feared by many teachers	2% 5	4% 11	3% 16	1% 1	1% 1	1% 2	-	1% 1	1% 1	3% 16	1% 3	2% 19
D. N. K.	4% 13	2% 5	3% 18	6% 10	-	3% 10	2% 2	-	1% 2	3% 18	2% 12	3% 30
Totals	100% 302	101% 300	100% 602	100% 166	100% 143	101% 309	100% 87	100% 87	101% 174	100% 602	101% 483	101% 1085
No Response	15	7	22	27	18	45	15	3	18	22	63	85

Eighty-nine percent Anglo, 82% Mexican American and 79% Negro see all students as being treated the same. Fifteen percent of the minority students say that they are discriminated against as compared to only 4% Anglo. Notice 2% of our 6-8 grade students think teachers fear minority students while another 2% feel minorities are treated better than Anglos. Could this mean that some teachers do fear minorities?

QUESTION 12

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Students are all treated the same	81% 119	80% 125	81% 244	58% 46	47% 40	52% 86	63% 26	59% 22	62% 48	81% 244	55% 134	69% 378
Minorities are discriminated against by many teachers	6% 9	8% 12	7% 21	39% 31	48% 41	44% 72	32% 13	27% 10	29% 23	7% 21	39% 95	21% 116
Minorities are treated better by many teachers	-	1% 2	1% 2	-	-	-	5% 2	14% 5	9% 7	1% 2	3% 7	2% 9
Minorities are feared by many teachers	10% 14	10% 15	10% 29	-	2% 2	1% 2	-	-	-	10% 29	1% 2	6% 31
D.N.K.	3% 5	1% 2	2% 7	3% 2	3% 3	3% 5	-	-	-	2% 7	2% 5	2% 12
Totals	100% 147	100% 156	101% 303	100% 79	100% 86	100% 165	100% 41	100% 37	100% 78	101% 303	100% 243	100% 546
No Response	7	5	12	7	6	13	10	2	12	12	25	37

The percentage saying all students are treated the same drops a great deal from grades 6-8; 81% Anglo, 52% Mexican American and 62% Negro. Forty-eight percent of the Mexican American females say minorities are discriminated against. Over all, 39% of our minority students versus 7% of our Anglo students feel there is discrimination. This represents a large difference. Ten percent of the Anglos say teachers fear minority students. Here also 2% feel minorities are treated better (14% of the Black females say this).

QUESTION 12

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Students are all treated the same	79% 56	77% 89	78% 145	69% 27	59% 30	63% 57	75% 12	59% 17	64% 29	78% 145	64% 86	72% 231
Minorities are discriminated against by many teachers	8% 6	11% 13	10% 19	26% 10	39% 20	33% 30	25% 4	41% 12	36% 16	10% 19	34% 46	20% 65
Minorities are treated better by many teachers	6% 4	-	2% 4	5% 2	-	2% 2	-	-	-	2% 4	1% 2	2% 6
Minorities are feared by many teachers	7% 5	12% 14	10% 19	-	-	-	-	-	-	10% 19	-	6% 19
D. N. K.	-	-	-	-	2% 1	1% 1	-	-	-	-	1% 1	0% 1
Totals	100% 71	100% 116	100% 187	100% 39	100% 51	99% 90	100% 16	100% 29	100% 45	100% 187	100% 135	100% 322
No Response	9	6	15	8	3	11	4	3	7	15	18	33

Seventy-eight percent Anglo, 63% Mexican American and 64% Negro say all students are treated equal. Forty-one percent of the Negro females feel there is discrimination against minority students. Thirty-four percent minority versus 10% Anglo feel minorities are discriminated against. Ten percent of the Anglos feel minorities are feared.

COMPARISON:
The claim of 'Discrimination among our Anglo students increases as the grade level increases (6-8=4%, 9-10=7%, 11-12=10%) and at the same time the claim of equal treatment for all decreases in this same group (6-8=89%, 9-10=81%, 11-12=78%). Minorities are clearly less satisfied with their situation in this area. Their claims of discrimination start at 15% in grades 6-8, reaching 39% in grades 9-10, then dropping to 34% in grades 11-12.

Over all, high school students are more aware of discrimination in our schools. They seem to be more race relations conscious.

It is interesting to note the 'Minority treated better' and 'Teachers fear minorities' responses among minorities and Anglos. Students could interpret fear as 'better treatment' thus some of our teachers could actually fear minorities.

QUESTION 13

HOW DO YOU FEEL TOWARD TEACHERS OF OTHER RACES?

Purpose: The purpose of this question was to measure to some degree attitudes of students toward inter-racial teacher-student roles.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
They are the same	86% 251	91% 269	89% 520	82% 131	95% 135	88% 266	77% 69	84% 71	80% 140	89% 520	85% 406	87% 926
Like them better	1% 4	-	1% 4	-	-	-	-	-	-	1% 4	-	0% 4
Do not like them	7% 20	3% 10	5% 30	9% 14	3% 4	6% 18	17% 15	13% 11	15% 26	5% 30	9% 44	7% 74
D.N.K.	5% 16	6% 17	6% 33	9% 14	2% 3	6% 17	7% 6	4% 3	5% 9	6% 33	5% 26	6% 59
Totals	99% 291	100% 296	101% 587	100% 159	100% 142	100% 301	101% 90	101% 85	100% 175	101% 587	99% 476	100% 1063
No Response	26	11	37	34	19	53	12	5	17	37	70	107

Five percent of Anglo students and 6% Mexican American students say they do not like teachers of other races. Seventeen percent of the Negro males do not like teachers of other races, with 13% of the Negro females complying. Eighty-seven percent of all students say 'Same'.

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Like them the same	87% 124	90% 140	89% 264	86% 66	92% 78	89% 144	77% 36	79% 30	78% 66	89% 264	85% 210	87% 474
Do not like them	6% 8	5% 7	5% 15	8% 6	5% 4	6% 10	17% 8	21% 8	19% 16	5% 15	11% 26	8% 41
D.N.K.	8% 11	5% 8	6% 19	6% 5	4% 3	5% 8	6% 3	- -	4% 3	6% 19	4% 11	6% 30
Totals	101% 143	100% 155	100% 298	100% 77	101% 85	100% 162	100% 47	100% 38	101% 85	100% 298	100% 247	101% 545
No Response	11	6	17	9	7	16	4	1	5	17	21	38

Here again, 5 % of Anglo students and 6% of Mexican American students claim they do not like teachers of other races. Twenty-one percent of the Negro females and 17% of the Negro males do not like teachers of other races. Eighty-seven percent of all students say 'Same'.

QUESTION 13

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Like them the same	93% 66	94% 110	94% 176	97% 36	96% 46	96% 82	89% 16	81% 25	84% 41	94% 176	92% 123	93% 299
Do not like them	7% 5	6% 7	6% 12	3% 1	-	1% 1	11% 2	19% 6	16% 8	6% 12	7% 9	7% 21
D. N. K.	-	-	-	-	4% 2	2% 2	-	-	-	-	1% 2	1% 2
Totals	100% 71	100% 117	100% 188	100% 37	100% 48	99% 85	100% 18	100% 31	100% 49	100% 188	100% 134	101% 322
No Response	9	5	14	10	6	16	2	1	3	14	19	33

Ninety-three percent of grades 11-12 students say they like teachers of other races the same. Eleven percent Negro males and 19% Negro females do not like teachers of other races, while only 1% Mexican American and 6% Anglo agree.

COMPARISON:
Eighty-eight percent of the 1,930 students answering this question said they liked their 'other' race teachers the same, with 7% saying they did not like teachers of other races (16% of all Blacks said this). Our students as a whole seem to have few reservations toward their teachers being of other races.

QUESTION 14

HOW DO YOU FEEL ABOUT DRUG (MARIJUANA, LSD, HEROIN, ETC.) ABUSE? HOW DO YOU FEEL ABOUT STUDENTS WHO USE DRUGS?

Purpose: This question was to determine the general attitudes toward drug abuse and drug abusers. It is used also as a change of pace or 'break in race relations' question sequence.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Drugs are foolish, do not like drugs	85% 250	89% 261	87% 511	93% 138	88% 138	90% 276	93% 81	87% 72	90% 153	87% 511	90% 429	89% 940
Do not use drugs, but do not mind if others do	9% 25	10% 28	9% 53	4% 6	4% 7	4% 13	3% 3	6% 5	5% 8	9% 53	4% 21	7% 74
Like drugs	3% 9	1% 2	2% 11	3% 5	4% 7	4% 12	3% 3	1% 1	2% 4	2% 11	3% 16	3% 27
Marijuana should be legalized	1% 2	1% 2	1% 4	-	-	-	-	-	-	1% 4	-	0% 4
D.N.K.	2% 7	-	1% 7	-	3% 5	2% 5	-	6% 5	3% 5	1% 7	2% 10	2% 17
Totals	100% 293	101% 293	100% 586	100% 149	99% 157	100% 306	99% 87	100% 83	100% 170	100% 586	99% 476	101% 1062
No Response	24	14	38	44	4	48	15	7	22	38	70	108

All groups are close on their answers here with 89% of all the students saying they do not like drugs--drugs are foolish. Three percent said they liked drugs, and 7% said they were not using drugs but did not mind if others do. Eleven percent did not know or did not respond.

QUESTION 14

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Drugs are foolish, do not like them	64% 89	64% 99	64% 188	64% 47	73% 60	69% 107	62% 28	49% 18	56% 46	64% 188	64% 153	64% 341
Do not use drugs, but do not mind if others do	21% 30	31% 48	26% 78	24% 18	18% 15	21% 33	18% 8	46% 17	30% 25	26% 78	24% 58	26% 136
Like drugs	6% 9	3% 4	4% 13	5% 4	4% 3	4% 7	13% 6	-	7% 6	4% 13	5% 13	5% 26
Marijuana should be legalized	4% 6	3% 4	3% 10	-	5% 4	3% 4	-	-	-	3% 10	2% 4	3% 14
D. N. K.	4% 6	-	2% 6	7% 5	-	3% 5	7% 3	5% 2	6% 5	2% 6	4% 10	3% 16
Totals	99% 140	101% 155	99% 295	100% 74	100% 82	100% 156	100% 45	100% 37	99% 82	99% 295	99% 238	101% 533
No Response	14	6	20	12	10	22	6	2	8	20	30	50

Of the total group 64% said 'Drugs are foolish -- I do not use them'. Five percent (77 students) said they like drugs, 3% said marijuana should be legalized and 26% stated 'They do not use drugs but do not mind if others do'. Seventy-three percent of the Mexican American females are against using drugs (foolish). Eleven percent did not know or did not respond.

QUESTION 14

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Drugs are foolish, do not like them	50% 36	49% 57	49% 93	53% 19	76% 37	66% 56	57% 8	63% 17	61% 25	49% 93	64% 81	55% 174
Do not use drugs, but do not mind if others do	39% 28	43% 50	41% 78	28% 10	-	12% 10	36% 5	19% 5	24% 10	41% 78	16% 20	31% 98
Like drugs	-	3% 3	2% 3	11% 4	22% 11	18% 15	7% 1	19% 5	15% 6	2% 3	17% 21	8% 24
Marijuana should be legalized	11% 8	6% 7	8% 15	8% 3	-	4% 3	-	-	-	8% 15	2% 3	6% 18
D.N.K.	-	-	-	-	2% 1	1% 1	-	-	-	-	1% 1	0% 1
Totals	100% 72	101% 117	100% 189	100% 36	100% 49	101% 85	100% 14	101% 27	100% 41	100% 189	100% 126	100% 315
No Response	8	5	13	11	5	16	6	5	11	13	27	40

Fifty-five percent of this group said they did not like drugs and that people who use them are foolish. Eight percent said they like drugs, 6% more said marijuana should be legalized and 31% stated 'They do not use drugs but do not mind if others do'. Seventy-six percent of the Mexican American females are against using drugs. Twelve percent did not respond or did not know.

COMPARISON:
Mexican American females have the greatest opposition to drugs with 82% thinking drugs are foolish -- "I do not like drugs". As the students get older their opposition to drugs weakens and they become more tolerant of drugs and their users. Eleven percent did not respond or did not know.

It would probably be a mistake to try and build a case out of the results of this question since this subject is a highly charged subject in our schools at this time and the students answers may have been to impress the reader.

QUESTION 15

DO YOU THINK THAT MINORITY STUDENTS (MEXICAN AMERICAN, NEGRO, ETC.) IN THE FORT BEND INDEPENDENT SCHOOL DISTRICT ARE

Helped, but not as much as the Anglo students
Helped more than Anglo students
Not helped
Helped to the same degree as all other students
Other
Do not know

Purpose: Generally, how do the students look at the role our schools are playing in dealing with our minority students.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Helped, but not as much as Anglo	12% 38	7% 20	9% 58	20% 98	19% 30	20% 68	19% 17	22% 20	21% 37	9% 58	20% 105	14% 163
Helped, more than Anglo	7% 21	5% 14	6% 35	6% 11	1% 2	4% 13	7% 6	6% 5	6% 11	6% 35	5% 24	5% 59
Not helped	1% 3	1% 3	1% 6	3% 6	3% 4	3% 10	7% 6	6% 5	6% 11	1% 6	4% 21	2% 27
Helped the same as all other students	67% 213	73% 221	70% 434	49% 93	50% 78	50% 171	43% 39	52% 46	47% 85	70% 434	49% 256	60% 690
D. N. K.	13% 42	15% 44	14% 86	21% 40	26% 41	24% 81	25% 23	15% 13	20% 36	14% 86	22% 117	18% 203
Totals	100% 317	101% 302	100% 619	99% 188	99% 155	101% 343	101% 91	101% 89	100% 180	100% 619	100% 523	99% 1142
No Response	0	5	5	5	6	11	11	1	12	5	23	28

Twenty-two percent Black females said 'Helped but not as much'. Seven percent white females said 'Helped but not as much'. Twenty-seven percent of the Blacks feel they are not helped as much as Anglos. Sixteen percent of all students in this group concur.

Six percent of the Blacks said minorities were helped more, compared with 1% of the Anglos and 3% Mexican Americans. Twenty-two percent of the minorities said they did not know while 7% gave extreme answers.

QUESTION 15

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Helped, but not as much as Anglo	9% 13	10% 16	9% 29	37% 30	35% 30	36% 60	38% 17	57% 21	46% 38	9% 29	39% 98	23% 127
Helped more than Anglo	15% 22	10% 15	12% 37	2% 2	3% 3	3% 5	4% 2	-	2% 2	12% 37	3% 7	8% 44
Not helped	-	1% 2	1% 2	5% 4	8% 7	7% 11	7% 3	5% 2	6% 5	1% 2	6% 16	3% 18
Helped the same as all other students	62% 93	64% 101	63% 194	41% 33	35% 30	38% 63	29% 13	27% 10	28% 23	63% 194	35% 86	50% 280
D. N. K.	14% 21	15% 23	14% 44	15% 12	19% 16	17% 28	22% 10	11% 4	17% 14	14% 44	17% 42	15% 86
Totals	100% 149	100% 157	99% 306	100% 81	100% 86	101% 167	100% 45	100% 37	99% 82	99% 306	100% 249	99% 555
No Response	5	4	9	5	6	11	6	2	8	9	19	28

Fifty-two percent of the Blacks felt they are not helped as much as Anglos (1 & 3) compared with 43% Mexican Americans and 10% Anglos who feel this way. Twelve percent Anglos said 'Minorities were helped more'. Twenty-six percent of all students said minorities are not helped as much (1 & 3).

QUESTION 15

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Helped but not as much as Anglos	19% 13	14% 17	16% 30	45% 19	45% 23	45% 42	37% 7	32% 10	34% 17	16% 30	41% 59	27% 89
Helped more than Anglos	16% 11	14% 17	15% 28	5% 2	2% 1	3% 3	5% 1	3% 1	4% 2	15% 28	3% 5	10% 33
Not helped	-	1% 1	1% 1	10% 4	2% 1	5% 5	-	10% 3	6% 3	1% 1	6% 8	3% 9
Helped the same as all other students	53% 37	58% 70	56% 107	31% 13	41% 21	37% 34	37% 7	42% 13	40% 20	56% 107	38% 54	48% 161
D. N. K.	13% 9	13% 15	13% 24	10% 4	10% 5	10% 9	21% 4	13% 4	16% 8	13% 24	12% 17	12% 41
Totals	101% 70	100% 120	101% 190	101% 42	100% 51	100% 93	100% 19	100% 31	100% 50	101% 190	100% 143	100% 333
No Response	10	2	12	5	3	8	1	1	2	12	10	22

Forty percent of all Blacks felt they were receiving less help than Anglos while 50% Mexican Americans (55% Mexican American males) said the minorities received less help. Thirty percent of all students in this group said minorities are not helped as much as Anglos.

COMPARISON:
As the ages of the students tested increased, the percentages of those who have observed less aid to minorities increased. By adding the percentages of the first and third responses, we get 16% of grades 6-8, 26% of grades 9-10 and 30% of grades 11-12 (Anglos: 6-8, 10%; 9-10, 10%; 11-12, 17%. Minorities: 6-8, 24%; 9-10, 45%; 11-12, 47%) pointing this out. Thirty-six percent of our Blacks (111) and 33% of our Mexican Americans (196) say they are not helped as much as Anglo students.

Forty-one percent of our Black students, 44% of our brown students and 66% of our white students felt that all students, regardless of race, are treated the same. Although a large number of our minority students do not feel they are helped as much as the Anglo student, a much greater percentage of them do.

QUESTION 16

DO YOU THINK THAT STUDENTS OF MINORITY GROUPS (NEGRO, MEXICAN AMERICAN, ETC.) ARE GIVEN THE SAME CHANCES OR OPPORTUNITIES AS ANGLO STUDENTS WHEN THEY TRY TO TAKE PART IN SCHOOL ACTIVITIES SUCH AS BAND, STUDENT COUNCIL, FOOTBALL, SCHOOL PLAYS, ETC.?

Yes
No
More
Do not know

Purpose: More detail of 15 in area of opportunities offered in school extra-curricular activities.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	79%	86%	82%	62%	66%	64%	60%	72%	66%	82%	65%	74%
	250	262	512	117	103	220	56	64	120	512	340	852
No	8%	4%	6%	17%	17%	17%	25%	17%	21%	6%	18%	12%
	24	13	37	32	26	58	23	15	38	37	96	133
More	5%	1%	3%	2%	2%	2%	1%	1%	1%	3%	2%	3%
	17	4	21	4	3	7	1	1	2	21	9	30
D.N.K.	8%	9%	8%	19%	16%	17%	14%	10%	12%	8%	16%	12%
	25	27	52	35	25	60	13	9	22	52	82	134
Totals	100%	100%	99%	100%	101%	100%	100%	100%	100%	99%	101%	101%
	316	306	622	188	157	345	93	89	182	622	527	1149
No Response	1	1	2	5	4	9	9	1	10	2	19	21

Seventy-seven percent of all of these students feel minorities receive as many opportunities or more in school activities. Twenty-five percent of the Black males answered 'No'. Sixteen percent of minorities said 'Do not know'. Nineteen of 546 (3%) minorities did not respond compared with only 2 of 624 (0%) Anglos. Note that 6% Anglo versus 18% minority answered 'No, minorities are not given same opportunities'.

QUESTION 16

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	77% 118	83% 134	80% 252	61% 50	42% 37	51% 87	40% 20	39% 15	40% 35	80% 252	47% 122	65% 374
No	5% 8	6% 9	5% 17	21% 17	43% 38	32% 55	46% 23	58% 22	51% 45	5% 17	39% 100	20% 117
More	9% 14	1% 1	5% 15	4% 3	-	2% 3	-	-	-	5% 15	1% 3	3% 18
D.N.K.	8% 13	11% 17	10% 30	15% 12	15% 13	15% 25	14% 7	3% 1	9% 8	10% 30	13% 33	11% 63
Totals	99% 153	101% 161	100% 314	101% 82	100% 88	100% 170	100% 50	100% 38	100% 88	100% 314	100% 258	99% 572
No Response	1	0	1	4	4	8	1	1	2	1	10	11

Sixty-eight percent of all of these students feel minorities received as many opportunities or more to take part in school activities as Anglos. Fifty-one percent of the Blacks responded 'No', (58% Black females). Forty-three percent Mexican American females responded 'No' compared with 21% Mexican American males. Ten of 268 (4%) minorities did not respond compared with 1 of 315 (0%) Anglos. Note that 5% Anglos versus 39% minority responded 'No'. Blacks (especially Black females definitely feel much discrimination in school activities (social in nature).

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	74% 56	79% 95	77% 151	42% 19	54% 29	48% 48	47% 9	32% 10	38% 19	77% 151	45% 67	63% 218
No	5% 4	12% 14	9% 18	42% 19	33% 18	37% 37	37% 7	67% 21	56% 28	9% 18	44% 65	24% 83
More	11% 8	3% 3	6% 11	-	-	-	-	-	-	6% 11	-	3% 11
D.N.K.	11% 8	7% 8	8% 16	16% 7	13% 7	14% 14	16% 3	-	6% 3	8% 16	11% 17	10% 33
Totals	101% 76	101% 120	100% 196	100% 45	100% 54	99% 99	100% 19	99% 31	100% 50	100% 196	100% 149	100% 345
No Response	4	2	6	2	0	2	1	1	2	6	4	10

Sixty-six percent of all of these students feel minorities receive as many opportunities or more than Anglos in school activities. Fifty-six percent of the Blacks say 'No' (67% Black females). Note that 9% Anglos, 44% minorities answered 'No'.

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QUESTION 16

Grades 11-12

COMPARISON:
Black females are our most dissatisfied group. They feel very strongly (62% in high school -- 37% total Black females) that they are not given equal opportunities. The older the students got the smaller the group got that equal opportunities for minorities were present. Note the gap widened between Anglo and minority 'No'. Thirty-five percent Black, 24% Mexican American and 6% Anglos say the minority youth is not given the same opportunities.

QUESTION 17

DO YOU THINK STUDENTS OF MINORITY GROUPS (MEXICAN AMERICAN, NEGRO, ETC.) ARE GIVEN THE ENCOURAGEMENT ANGLO STUDENTS RECEIVE WHEN THEY COMPETE IN ACADEMIC CLASSES?

Yes
No
More
Do Not Know

Purpose: More detail of question 15 in area of encouragement in academic areas.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	70% 219	69% 207	69% 426	54% 100	59% 91	56% 191	55% 52	52% 45	54% 97	69% 426	55% 288	63% 714
No	8% 25	8% 23	8% 48	25% 46	13% 20	19% 66	20% 19	29% 25	24% 44	8% 48	21% 110	14% 158
More	4% 11	1% 4	2% 15	2% 3	1% 2	1% 5	1% 1	2% 2	2% 3	2% 15	2% 8	2% 23
D.N.K.	19% 59	23% 68	21% 127	20% 37	27% 42	23% 79	23% 22	16% 14	20% 36	21% 127	22% 115	21% 242
Totals	101% 314	101% 302	100% 616	101% 186	100% 155	99% 341	99% 94	99% 86	100% 180	100% 616	100% 521	100% 1137
No Response	3	5	8	7	6	13	8	4	12	8	25	33

It is significant to note the 'Do not knows'. Twenty-one percent of all of these students said "Do not know'. Either they did not understand the question or they have doubts as to the encouragement minorities receive. Twenty-nine percent Negro females said 'No' compared with 8% Anglos who said 'No'.

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	66% 100	69% 107	67% 207	44% 36	36% 31	40% 67	36% 16	26% 10	31% 26	67% 207	37% 93	54% 300
No	10% 15	8% 12	9% 27	21% 17	27% 23	24% 40	43% 19	51% 20	47% 39	9% 27	31% 79	19% 106
More	3% 5	1% 2	2% 7	-	2% 2	1% 2	2% 1	-	1% 1	2% 7	1% 3	2% 10
D.N.K.	21% 32	22% 34	21% 66	35% 29	35% 30	35% 59	18% 8	23% 9	20% 17	21% 66	30% 76	25% 142
Totals	100% 152	100% 155	99% 307	100% 82	100% 86	100% 168	99% 44	100% 39	99% 83	99% 307	99% 251	100% 558
No Response	2	6	8	4	6	10	7	0	7	8	17	25

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QUESTION 17

Grades 9-10

Twenty-five percent of all of these students said 'Do not know'. Thirty-five percent of the Mexican Americans said 'Do now know'. Fifty-one percent Negro females said 'No' compared with 8% Anglo females.

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	56% 44	75% 90	68% 134	37% 16	47% 25	43% 41	42% 8	32% 10	36% 18	68% 134	40% 59	56% 193
No	26% 20	9% 11	16% 31	35% 15	34% 18	34% 33	37% 7	45% 14	42% 21	16% 31	37% 54	25% 85
More	1% 1	1% 1	1% 2	2% 1	-	1% 1	5% 1	-	2% 1	1% 2	1% 2	1% 4
D.N.K.	17% 13	15% 18	16% 31	26% 11	19% 10	22% 21	16% 3	23% 7	20% 10	16% 31	21% 31	18% 62
Totals	100% 78	100% 120	101% 198	100% 43	100% 53	100% 96	100% 19	100% 31	100% 50	101% 198	99% 146	100% 344
No Response	2	2	4	4	1	5	1	1	2	4	7	11

Eighteen percent said 'Do not know'. Forty-five percent Black females said 'No' compared with 9% Anglo females.

COMPARISON:
The 'Do not know' decreased in the grades 11-12 group but the 'No' responses increased from 14% (8% Anglo and 21% minority) grades 6-8, 19% (9% Anglo and 31% minority) grades 9-10, to 25% (16% Anglo and 37% minority) grades 11-12. As the students tested increase in age they seem to observe more minority difficulties. Thirty-three percent Black, 23% Mexican Americans and 9% Anglos said minorities are not given same encouragement as Anglos. Minorities are a good deal more disillusioned than Anglos.

QUESTION 18

IF YOU ANSWERED QUESTIONS 16, 17 'NO', PLEASE EXPLAIN.

Purpose: To get reasons some students may feel our schools are not helping our minority students to the same degree as our Anglos.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
There is too much discrimination against minorities	88% 14	80% 8	85% 22	79% 15	100% 19	89% 34	100% 8	89% 16	92% 24	85% 22	91% 58	89% 80
Minorities are not as smart as Anglos	-	20% 2	8% 2	21% 4	-	11% 4	-	-	-	8% 2	6% 4	7% 6
D. N. K. & Misc.	12% 2	-	8% 2	-	-	-	-	11% 2	8% 2	8% 2	3% 2	4% 4
Totals	100% 16	100% 10	101% 26	100% 19	100% 19	100% 38	100% 8	100% 18	100% 26	101% 26	100% 64	100% 90
* No Response	9	13	22	27	1	28	11	7	18	22	46	68

'Too much discrimination' seemed to be the main concern of this group (89%). It is interesting to note that 21% of the Mexican American males said 'Minorities are not as smart as Anglos'. Not many responded to this question (90).

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
There is too much discrimination against minorities	100% 10	71% 5	88% 15	100% 11	95% 20	97% 31	100% 9	100% 15	100% 24	88% 15	98% 55	96% 70
Minorities are not as smart	-	29% 2	12% 2	-	5% 1	3% 1	-	-	-	12% 2	2% 1	4% 3
Totals	100% 10	100% 7	100% 17	100% 11	100% 21	100% 32	100% 9	100% 15	100% 24	100% 17	100% 56	100% 73
*No Response	5	5	10	6	2	8	10	5	15	10	23	33

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QUESTION 18

Grades 9-10

Ninety-six percent of this group said 'Too much discrimination'. Twenty-nine percent of Anglo females and 5% Mexican American females said 'Minorities are not as smart as Anglos (no one else mentioned this).

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
There is too much discrimination against minorities	44% 4	64% 7	55% 11	91% 10	80% 12	85% 22	33% 1	58% 7	53% 8	55% 11	73% 30	67% 41
Minorities are not as smart as Anglos	56% 5	27% 3	40% 8	-	7% 1	4% 1	33% 1	17% 2	20% 3	40% 8	10% 4	20% 12
Minorities feel defeated or inferior	-	9% 1	5% 1	-	-	-	33% 1	25% 3	27% 4	5% 1	10% 4	8% 5
D.N.K. & Misc.	-	-	-	9% 1	13% 2	12% 3	-	-	-	-	7% 3	5% 3
Totals	100% 9	100% 11	100% 20	100% 11	100% 15	101% 26	99% 3	100% 12	100% 15	100% 20	100% 41	100% 61
*No Response	11	0	11	4	3	7	4	2	6	11	13	24

Fifty-six percent of Anglo males and 33% Negro males said 'Minorities are not as smart as Anglos'. Eight percent of these students said minorities feel defeated or inferior. Sixty-seven percent said there is 'Too much discrimination'.

COMPARISON:
Thirty-six percent of those who answered 'No' to question 17 neglected to respond here. Of those who did 85% said there is too much discrimination. It should be pointed out that only 224 students are represented here.

* Based on the 'No' responses from question 17.

QUESTION 20

WOULD YOU RATHER GO TO A SCHOOL WHICH HAD FEWER STUDENTS OF DIFFERENT RACES?

Yes
No
Do Not Know

Purpose: Related to questions 9, 10, and 11 and measuring the temperament of our students toward integration.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	30% 94	25% 77	28% 171	17% 32	23% 36	20% 68	25% 23	31% 27	28% 50	28% 171	23% 118	25% 289
No	48% 151	55% 168	52% 319	67% 123	57% 90	63% 213	58% 54	57% 50	58% 104	52% 319	61% 317	56% 636
D.N.K.	21% 67	20% 60	21% 127	15% 28	20% 31	17% 59	17% 16	11% 10	14% 26	21% 127	16% 85	19% 212
Totals	99% 312	100% 305	101% 617	99% 183	100% 157	100% 340	100% 93	99% 87	100% 180	101% 617	100% 520	100% 1137
No Response	5	2	7	10	4	14	9	3	12	7	26	33

Thirty-one percent of our Negro females answered 'Yes'. Thirty percent Anglo males said 'Yes'. Twenty-one percent Anglos said 'Do not know'. A considerable number of our students here said 'Yes' (25%) or 'Do not know' (19%).

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	47% 70	26% 41	36% 111	23% 19	21% 18	22% 37	24% 11	41% 16	32% 27	36% 111	25% 64	31% 175
No	39% 58	44% 71	42% 129	49% 40	65% 56	57% 96	56% 25	44% 17	50% 42	42% 129	55% 138	48% 267
D.N.K.	15% 22	30% 48	23% 70	28% 23	14% 12	21% 35	20% 9	15% 6	18% 15	23% 70	20% 50	21% 120
Totals	101% 150	100% 160	101% 310	100% 82	100% 86	100% 168	100% 45	100% 39	100% 84	101% 310	100% 252	100% 562
No Response	4	1	5	4	6	10	6	0	6	5	16	21

Forty-seven percent Anglo males said 'Yes'. Forty-one percent Black females said 'Yes'. A large number of our students (31%) said 'Yes' and 'Do not know' (21%).

QUESTION 20

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Yes	42% 33	27% 32	33% 65	32% 14	30% 16	31% 30	10% 2	38% 11	27% 13	33% 65	29% 43	31% 108
No	49% 38	59% 71	55% 109	48% 21	60% 32	55% 53	80% 16	45% 13	59% 29	55% 109	56% 82	56% 191
D.N.K.	9% 7	14% 17	12% 24	20% 9	9% 5	14% 14	10% 2	17% 5	14% 7	12% 24	14% 21	13% 45
Totals	100% 78	100% 120	100% 198	100% 44	99% 53	100% 97	100% 20	100% 29	100% 49	100% 198	99% 146	100% 344
No Response	2	2	4	3	1	4	0	3	3	4	7	11

Forty-two percent Anglo males and 38% Negro females said 'Yes'. Eighty percent Negro males said 'No'. A large number of this group said 'Yes' (31%) with 13% saying 'Do not know'.

COMPARISON:
Twenty-eight percent of our students say they would rather go to a school with fewer students of different races. The Anglo male and Black female seem to be the most unhappy with our desegregated schools. Twenty-nine percent of our Blacks, 22% of our Mexican Americans and 31% of our Anglos said they would rather attend a school with fewer students of other races. In addition to this there were 15% of our Blacks, 18% of our browns and 20% of our whites who responded 'Do not know'. Either these students had doubts about integration or did not understand the question.

QUESTION 21

WHAT RATING WOULD YOU GIVE THE FORT BEND INDEPENDENT SCHOOL DISTRICT?
Excellent
Good
Fair
Poor
Other
Do Not Know

Purpose: This question felt out the general attitudes of our students toward their schools, at what grade levels they seem to be least happy (judge harshest). And what ethnic group was least satisfied. Also this gave the students an opportunity to 'air' certain criticisms or praises of our schools. We can also pick up certain common attitudes we may not have known.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Excellent	32% 101	37% 111	34% 212	28% 53	34% 55	31% 108	33% 32	43% 39	38% 71	34% 212	34% 179	34% 391
Good	34% 109	36% 109	35% 218	26% 48	26% 42	26% 90	14% 13	17% 15	15% 28	35% 218	22% 118	29% 336
Fair	18% 56	19% 57	18% 113	24% 44	24% 39	24% 83	26% 25	16% 14	21% 39	18% 113	23% 122	20% 235
Poor	11% 35	5% 14	8% 49	11% 21	8% 12	10% 33	15% 14	19% 17	17% 31	8% 49	12% 64	10% 113
D.N.K.	5% 15	4% 11	4% 26	11% 20	8% 12	9% 32	13% 12	6% 5	9% 17	4% 26	9% 49	7% 75
Totals	100% 316	101% 302	99% 618	100% 186	100% 160	100% 346	101% 96	101% 90	100% 186	99% 618	100% 532	100% 1150
No Response	1	5	6	7	1	8	6	0	6	6	14	20

'Excellent' seems to be the judgement of this group. The Anglo students seem to judge a bit harder and go to 'Good' as a group. The Blacks hit the extremes more. Black females had largest percentage of 'Excellent' with 43% and largest percentage of 'Poor' with 19%.

QUESTION 21

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Excellent	14% 21	6% 9	10% 30	17% 14	10% 9	13% 23	13% 6	5% 2	9% 8	10% 30	12% 31	11% 61
Good	22% 34	31% 50	27% 84	25% 21	30% 27	28% 48	17% 8	21% 8	19% 16	27% 84	25% 64	26% 148
Fair	32% 49	39% 63	36% 112	34% 28	36% 32	35% 60	34% 16	38% 15	36% 31	36% 112	35% 91	36% 203
Poor	28% 43	20% 32	24% 75	18% 15	21% 19	20% 34	34% 16	36% 14	35% 30	24% 75	25% 64	24% 139
D.N.K.	3% 5	4% 6	4% 11	6% 5	2% 2	4% 7	2% 1	-	1% 1	4% 11	3% 8	3% 19
Totals	99% 152	100% 160	101% 312	100% 83	99% 89	100% 172	100% 47	100% 39	100% 86	101% 312	100% 258	100% 570
No Response	2	1	3	3	3	6	4	0	4	3	10	13

At this level the judgement drops to 'Fair'. Thirty-six percent of our Blacks are again our hardest judges. Only 5% Black females said 'Excellent' with 35% saying 'Poor'.

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Excellent	8% 6	3% 4	5% 10	5% 2	9% 5	7% 7	15% 3	3% 1	8% 4	5% 10	7% 11	6% 21
Good	23% 18	29% 35	26% 53	11% 5	19% 10	15% 15	20% 4	25% 8	23% 12	26% 53	18% 27	23% 80
Fair	39% 31	34% 41	36% 72	43% 19	58% 31	52% 50	20% 4	56% 18	42% 22	36% 72	48% 72	41% 144
Poor	30% 24	30% 36	30% 60	34% 15	9% 5	21% 20	40% 8	16% 5	25% 13	30% 60	22% 33	27% 93
D.N.K.	1% 1	4% 5	3% 6	7% 3	4% 2	5% 5	5% 1	-	2% 1	3% 6	4% 6	3% 12
Totals	101% 80	100% 121	100% 201	100% 44	99% 53	100% 97	100% 20	100% 32	100% 52	100% 201	99% 149	100% 350
No Response	0	1	1	3	1	4	0	0	0	1	4	5

Our marks drop more with 41% saying 'Fair'. Twenty-seven percent of all these students said 'Poor'. Black males had the largest percent at the extremes here with 15% saying 'Excellent' and 40% saying 'Poor'.

Continued on next page

QUESTION 21

COMPARISON:

As our students get older they get more dissatisfied with our schools. In grades 6-8, 63% of our students rated the school as either good or excellent, whereas only 37% of our 9-10 graders and only 29% of our juniors and seniors complied. Our Black students deem to be the most unhappy of all. Twenty-three percent of our Black students rated the schools 'Poor', compared with 14% browns and 16% whites.

QUESTION 22

WHY DID YOU RATE THE SCHOOLS AS YOU DID IN QUESTION 21?

Purpose: This question gave the students the opportunity to state why they are happy or unhappy with our schools. It also probed for strong and weak points as our students see them.

Grades 6-8

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Need higher academic standards	2% 4	2% 3	2% 7	-	-	-	-	-	-	2% 7	-	1% 7
Too much discrimination	4% 10	15% 27	9% 37	6% 4	4% 4	5% 8	26% 8	15% 9	19% 17	9% 37	10% 25	9% 62
Too strict on students	10% 23	11% 20	10% 43	16% 10	13% 14	14% 24	13% 4	7% 4	9% 8	10% 43	12% 32	11% 75
Schools are too crowded	-	2% 4	1% 4	5% 3	-	2% 3	-	-	-	1% 4	1% 3	1% 7
Need more discipline	2% 4	3% 5	2% 9	-	1% 1	1% 1	-	-	-	2% 9	0% 1	1% 10
Poor administration	0% 1	2% 3	1% 4	-	-	-	-	-	-	1% 4	-	1% 4
Poor teachers	-	1% 2	0% 2	-	-	-	-	-	-	0% 2	-	0% 2
Need to segregate schools	1% 2	7% 12	3% 14	3% 2	2% 2	2% 4	3% 1	2% 1	2% 2	3% 14	2% 6	3% 20
Fine administration	3% 6	10% 18	6% 24	-	-	-	-	-	-	6% 24	-	4% 24
Fine teachers	-	9% 16	4% 16	16% 10	-	6% 10	10% 3	-	3% 3	4% 16	5% 13	4% 29
Students are treated fair	-	-	-	14% 9	-	5% 9	-	-	-	-	3% 9	1% 9
No racial programs	-	-	-	-	-	-	6% 2	-	2% 2	-	1% 2	0% 2
Misc. and reinforced	78% 189	38% 67	62% 256	41% 26	81% 87	66% 113	42% 13	76% 45	64% 58	62% 256	65% 171	63% 427
Totals	100% 239	100% 177	100% 416	101% 64	101% 108	101% 172	100% 31	100% 59	99% 90	100% 416	99% 262	99% 678
No Response	78	130	208	129	53	182	71	31	102	208	284	492

Forty-three percent made no response to this question of those who answered question 21. Of those who did 11% said the schools are too strict with 9% saying there is too much discrimination.

QUESTION 22

Grades 9-10

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Need higher academic standards	2% 2	4% 4	3% 6	-	-	-	-	-	-	3% 6	-	2% 6
Too much discrimination	2% 2	4% 4	3% 6	2% 1	5% 2	3% 3	15% 3	28% 5	21% 8	3% 6	9% 11	5% 17
Too strict on students	28% 30	47% 42	36% 72	28% 13	44% 18	35% 31	15% 3	33% 6	24% 9	36% 72	32% 40	34% 112
Need more discipline	3% 3	8% 7	5% 10	-	-	-	-	-	-	5% 10	-	3% 10
Poor administration	9% 10	10% 9	10% 19	9% 4	-	5% 4	-	-	-	10% 19	3% 4	7% 23
Poor teachers	-	-	-	-	-	-	-	6% 1	3% 1	-	1% 1	0% 1
Need to segregate schools	3% 3	1% 1	2% 4	-	2% 1	1% 1	-	11% 2	5% 2	2% 4	2% 3	2% 7
Fine teachers	-	3% 3	2% 3	-	7% 3	3% 3	-	-	-	2% 3	2% 3	2% 6
Students are treated fair	-	3% 3	2% 3	-	20% 8	9% 8	-	11% 2	5% 2	2% 3	8% 10	4% 13
No racial problems	-	-	-	-	2% 1	1% 1	-	11% 2	5% 2	-	2% 3	1% 3
Misc. and reinforced	54% 59	19% 17	38% 76	62% 29	20% 8	42% 37	70% 14	-	37% 14	38% 76	40% 51	39% 127
Totals	101% 109	99% 90	101% 199	101% 47	100% 41	99% 88	100% 20	100% 18	100% 38	101% 199	99% 126	99% 325
No Response	45	71	116	39	51	90	31	21	52	116	142	258

Forty-five percent of those who answered question 21 made no response here. Of those who did 34% said the schools are too strict, 7% said 'Poor administration' and 5% said 'Too much discrimination'.

QUESTION 22

Grades 11-12

	ANGLO			MEXICAN AMERICAN			NEGRO			TOTALS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Anglo Total	Minor. Total	Student Total
Need higher academic standards	16% 8	11% 8	13% 16	-	-	-	-	-	-	13% 16	-	8% 16
Too much discrimination	-	-	-	-	8% 3	6% 3	13% 1	17% 2	15% 3	-	8% 6	3% 6
Too strict on students	39% 19	51% 38	46% 57	61% 11	28% 10	39% 21	63% 5	17% 2	35% 7	46% 57	38% 28	43% 85
Need more discipline	8% 4	4% 3	6% 7	-	-	-	-	17% 2	10% 2	6% 7	3% 2	5% 9
Poor administration	18% 9	4% 3	10% 12	-	-	-	-	-	-	10% 12	-	6% 12
Poor teachers	8% 4	12% 9	10% 13	11% 2	-	4% 2	-	8% 1	5% 1	10% 13	4% 3	8% 16
Need to segregate schools	-	1% 1	1% 1	-	-	-	-	-	-	1% 1	-	1% 1
Fine teachers	-	1% 1	1% 1	-	-	-	-	-	-	1% 1	-	1% 1
Students are treated fair	-	9% 7	6% 7	22% 4	-	7% 4	-	-	-	6% 7	5% 4	6% 11
No racial problems	2% 1	1% 1	2% 2	6% 1	-	2% 1	-	17% 2	10% 2	2% 2	4% 3	3% 5
Misc. and reinforced	8% 4	5% 4	6% 8	-	64% 23	43% 23	25% 2	25% 3	25% 5	6% 8	38% 28	18% 36
Totals	99% 49	99% 75	101% 124	100% 18	100% 36	101% 54	101% 8	101% 12	100% 20	101% 124	100% 74	102% 198
No Response	31	47	78	29	18	47	12	20	32	78	79	157

Forty-five percent made no response to this question, of those who answered question 21. Forty-three percent said 'Too strict'. Eight percent said need 'Higher academic standards'. Six percent said 'Students are all treated fairly' (which was positive). Six percent said 'Poor administration' and 5% said 'We need more discipline'. It is interesting to note of these who answered here only 18% 'reinforced' or had 'miscellaneous' answers with 39% in grades 9-10 and 63% in grades 6-8.

COMPARISON:
Only 46% of the students who responded to question 21 responded here. Of those who did the largest group said our schools are 'Too strict', which could be expected but in grades 9-10 and grades 11-12 poor administration cropped up. In grades 11-12, 8% said 'Higher academic standards' are needed and 5% said 'More discipline' is needed.
NOTE:
One should realize that when the students reached question 21 they had read twelve questions dealing with race. Naturally when they were asked to answer general questions (question 21 and 22) their thoughts, being geared for racial judgements, would be in human relations areas.

STUDENT QUESTIONNAIRE
SUMMARY

Before reading this summary, the reader should read the introduction on page ii. This summary is only meant to be a general overview of our findings. To get a complete picture of the results one must study each question and its accompanying tables.

There were approximately 2480 students enrolled in John Foster Dulles Junior and Senior High Schools when our questionnaire was administered. Eighty-five percent of that number returned questionnaires. Of the 15% who did not, there were those who were absent from home room on that day or those who did not wish to answer the questionnaire.

Judging from the way the students answered the questions it is apparent that most of them made an honest attempt to be objective on most questions. Of course there were those who did not but this number is not enough to affect the results to any significant degree.

As would be expected, our high school students were most critical in every area of our questionnaire and the Negro students were most dissatisfied on almost every question which dealt with race relations (to be more specific, Negro females.)

The primary interest of this research was in the area of race relations and so this summary will begin with our findings on that subject.

While most students (grades 6-12) felt our schools were doing enough to bring about better understanding between the different races in our schools, over one-third of the high school

students answered that our schools are not doing enough. The largest complaint mentioned by all students as to why they do not feel our schools are doing enough was that there are select groups which are given special considerations and extra privileges.

In every group, at all levels, most students said ' all students are treated the same'. But as the students increased in age their claims of discrimination by some teachers become greater. Many minority students claim there is discrimination by some of our teachers.

Sixteen percent of grades 6-8, 26% of grades 9-10 and 30% of grades 11-12 (total Negro 36%, total Mexican American 33%, and total Anglo 11%), said 'minorities are not helped as much as Anglos'. Thirty-five percent of the black students, 24% of the brown students and 6% of the white students stated, "the minority youth is not given the same opportunities as white students".

Thirty-three percent black, 23% brown and 9% white answered, "minorities are not given same encouragement".

Although most students answered the above questions in favor of our present school policies as one can see there are enough negative responses (especially among minority students) to indicate our schools could take a look at themselves to see if some changes need to be made.

Most students seem to notice a great deal of inter-racial friendships in our schools. Thirty-one percent of the students at all levels claim that at least half of their friends are of other races, but most of this inter-racial 'mixing' is

apparently between Negro and Mexican American students, which is natural since they are grouped in classes together most often.

Most students who said they had mostly friends of their own race said they would like to make more friends across racial lines.

Eighty-eight percent of all students (grades 6-12) said they liked their teachers of other races the same as teachers of their own race. Most students seem to have few reservations about teachers of other races.

Twenty-eight percent of the students in grades 6-12 claimed they would rather go to a school with fewer students of different races (the Anglo male and Negro female seemed to be the most unhappy in our integrated situation) as compared with 54% of the students who said they would not want to go to a school with fewer students of other races.

Anglo students showed far more intent toward higher education but Negro students show a much stronger intent than Mexican American students. As the age of the students increased their goal seemed to become more realistic (more students in grades 6-8 aiming for college than in 9-12, etc.), but apparently many of their parents are not happy with this. This is especially true in minority groups.

The high school students are fairly evenly divided as to the role our schools are playing in encouraging students to obtain their goals. White students were the most outspoken in responding "No, our schools are not helping us obtain our goals". Thirteen percent of the Anglo juniors and seniors felt we need to raise our academic standards in reply to their reason for

rating the schools as they did.

Most of the students indicate little interest in drugs but as their ages increased their attitudes toward drugs became more tolerant.

This summary has mentioned some of the general attitudes that the students of our secondary schools have. It does not necessarily follow that these attitudes mirror an actual situation, but neither should we rule out that possibility until we have taken a closer look. Although we may later determine, for example, that the one-third of our high school students who feel that our schools are not doing enough to bring about better understanding between the different races in our schools are wrong in their judgement, we do need to correct that attitude. As long as a belief exists it makes little difference if it is fact or not, people will react to it the same in either case. If we should find that the same one-third students are correct in their judgement then it goes without saying that we should make every effort to change.

DISTRICT SURVEY PROJECT

Volume Two: Teacher Questionnaire

with Results

FORT BEND

INDEPENDENT SCHOOL DISTRICT

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TEACHER QUESTIONNAIRE
INTRODUCTION

The Teacher Questionnaires were distributed to the teachers, counselors, and nurses of the Fort Bend Independent School District by the Building Representatives of the local unit of the Texas Classroom Teachers Association. One hundred-ninety nine questionnaires were completed and returned of the approximately two hundred-sixty eight teachers, counselors and nurses in our district (74%).

The Teacher Questionnaire (ExhibitIII) was developed for the purpose of identifying problem areas, if any, in race relations and certain general attitudes on the part of the teachers of the Fort Bend Independent School District.

The coordinator took the completed questionnaires and sorted them by campuses. The enclosed tables were then developed giving numbers answering each response and its respective percent of the total in that column. On the open ended questions it was necessary for the coordinator to group responses, but an honest attempt was made to be objective and not to omit or obscure any opinion.

Each question is followed herein by its purpose, tabulation of responses, and interpretation that the coordinator, with the aid of his consultants, made from the results of each question.

Please understand, it is not being implied that any given opinion within this report is fact. This only points to attitudes and opinions of which some may be fact while others are not. It is saying that these opinions exist and if they are good or bad, right or wrong they should be objectively studied.

ANONYMOUS TEACHER QUESTIONNAIRE

FORT BEND INDEPENDENT SCHOOL DISTRICT

We feel there are certain problems in our school system that could be relieved if we could determine their exact nature. At this time we are conducting a survey of our school district to possibly determine the nature of some of these problems. Thus, we are coming to our most knowledgeable source of information on the schools - our classroom teachers.

The primary thing to remember in answering this questionnaire is to tell it as you see it. Do not try to answer it the way you think the administration would want you to or the way you wish it was and do not exaggerate the problem. Search your memory to find the way you actually understand the questions.

Realize also that many teachers will have different opinions because they confront the students and parents from semi-related areas. If your answers are honest then they are correct.

Please work alone. If you discuss the questions before you answer them some of the impact will be lost.

We naturally would like for everyone to answer all of the questions. If you do not wish to answer a question or questions you do not have to do so, but please return your questionnaire to your building C. T. A. Representative even if it is blank.

Where there are multiple choice questions you may place a check or (X) in front of your answer. When a written response is called for you may write your answers in the space provided, but please be clear so that we will be able to read your answers.

You will notice that some multiple choice questions have an answer 'other' with a blank beside it. If you use this answer we would like for you to explain or identify what you meant when you chose that answer. If you are not sure or do not wish to respond to a question you may use 'do not know'.

When these terms appear they are referring to the groups described:

Anglo--------- ----------White Students
Mexican American-- ----------Brown Students
Negro----------Black Students

Please return this questionnaire to your C. T. A. Representative.

FOREWORD

In the accompanying tables each block contains a percentage. This represents the quotient of the number of teachers in that column, who gave the response of that row (if there were any), divided by the total number of people in that column who answered that question. The other number which appears in each block is the total number of teachers in that column, who gave that re ponse (dividend).

In the row of 'Totals' the reader will notice the percents do not always total one-hundred percent. This is because the percents were always rounded off to the nearest percent.

The last row is the 'No response' totals which tell how many teachers did not respond to that question. However, this was not done on questions where there were multiple responses by some teachers. This figure is based on those people who answered question one.

Following each table is the coordinators interpretation of the data from that table. This is his own opinion and is meant only as a guide for the reader.

TEACHER QUESTIONNAIRE

1. How many inter-racial friendships have you noticed between students this school year?
   - 0 many
   - 0 some
   - 0 few
   - 0 none
   - 0 do not know

2. Would you prefer to teach in a school which had fewer students of different races?
   - 0 yes
   - 0 no
   - 0 do not know

3. If your principal asked you to teach a class of slow learners, what would you do?
   - 0 accept without reservations
   - 0 accept, but with reservations
   - 0 refuse
   - 0 other_____
   - 0 do not know

4. Generally speaking, do you think minority group (Mexican American, Negro, etc.) students tend to lower the standards in public school education?
   - 0 yes
   - 0 no
   - 0 do not know

5. If your answer to question 4. was 'yes' or 'no', could you explain why?_____

_____

_____

_____

6. How did you first learn that the bond issue (school bonds) vote on December 8, 1972, had failed?_____

_____

_____

7. Do you think that minority students (Mexican American, Negro, etc.) in the Fort Bend Independent School District are:
   - 0 helped, but not as much as the Anglo students
   - 0 helped more than the Anglo students
   - 0 helped to the same degree as all other students
   - 0 not helped at all
   - 0 other_____
   - 0 do not know

8. Do you think the Fort Bend Independent School District is doing all it should to help bring about understanding between the different races in our schools?
   - 0 yes
   - 0 no
   - 0 other_____
   - 0 do not know

9. If you answered question 8 'no' what would you suggest the district do to bring about more understanding between the different races in our schools? _____

_____

_____

10. In your opinion, why don't minority students participate more in extra-curricular activities? _____

_____

_____

11. In your opinion, why don't minority parents participate more in school activities? _____

_____

_____

12. In your opinion, why don't minority students come to teachers and counselors more often with their academic and personal problems? _____

_____

_____

13. Do you think that students of minority groups are given the same opportunities as Anglo students when they try to take part in school activities such as band, student council, football, school plays, etc.? _____

_____

_____

14. Do you think students of minority groups are given the encouragement Anglo students receive when they participate in school activities?
   0 yes
   0 not as much
   0 more
   0 do not know

15. Do you think students of minority groups are taught as well as Anglo students in our schools? _____

_____

_____

_____

16. About how many home-visits have you made this school year?
    - 0 none
    - 0 1-9
    - 0 10-19
    - 0 20 or more

17. List in order of importance the 3 main strengths of our school district.

    (a) _____

    (b) _____

    (c) _____

18. List in order of importance the 3 main weaknesses of our school district.

    (a) _____

    (b) _____

    (c) _____

19. If you have any suggestions or complaints you may use this space to state them.

EXHIBIT IV
TEACHER QUESTIONNAIRE BREAKDOWN
BY SCHOOL CAMPUSES

Lakeview Elementary	24	(12%)
E. A. Jones Elementary	36	(18%)
Blue Ridge Elementary	28	(14%)
M. R. Wood Elementary With Some Counselors and Nurses	20	(10%)
Dulles Junior High	42	(21%)
John Foster Dulles High	49	(25%)
Total Answering Questionnaire	199	

Note: This Teacher Questionnaire Breakdown was made from the total at each campus who answered Question 1.

QUESTION 1

HOW MANY INTER-RACIAL FRIENDSHIPS HAVE YOU NOTICED BETWEEN STUDENTS THIS SCHOOL YEAR?

Many
Some
Few
None
Do Not Know

Purpose: This question was to determine the percentage of inter-racial friendships among students, as seen by the teachers.

	ELEMENTARY					SECONDARY			
	Lake View Elem.	Jones Elem.	Blue Ridge Elem.	Wood, Couns., Nurses	Total Elem.	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Many	29% 7	31% 11	32% 9	35% 7	31% 34	19% 8	12% 6	15% 14	24% 48
Some	46% 11	31% 11	50% 14	50% 10	43% 46	45% 19	49% 24	47% 43	45% 89
Few	25% 6	31% 11	14% 4	15% 3	22% 24	33% 14	35% 17	34% 31	28% 55
None	- 	6% 2	- 	- 	2% 2	2% 1	2% 1	2% 2	2% 4
D.N.K.	- 	3% 1	4% 1	- 	2% 2	- 	2% 1	1% 1	2% 3
Total	100% 24	102% 36	100% 28	100% 20	100% 108	99% 42	100% 49	99% 91	101% 199

The percentage of elementary teachers who said they have noticed 'Many' inter-racial friendships is doubled that of the secondary teachers (31% versus 15%). Thirty-six percent of the secondary teachers said that they had noticed 'Few' or 'No' inter-racial friendships as compared to 24% of the elementary teachers.

From this, it would seem the elementary child has found it easier to relate to a student of another race, than the secondary student.

QUESTION 2

WOULD YOU PREFER TO TEACH IN A SCHOOL WHICH HAD FEWER STUDENTS OF DIFFERENT RACES?
Yes
No
Do Not Know

Purpose: This question dealt with the teachers attitude toward integration. It was to determine the percentage of teachers who feel uncomfortable in our integrated schools.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem.	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Yes	21% 5	8% 3	-	10% 2	9% 10	14% 6	21% 10	18% 16	13% 26
No	63% 15	72% 26	93% 26	85% 17	78% 84	62% 26	60% 28	61% 54	70% 138
D.N.K.	17% 4	19% 7	7% 2	5% 1	13% 14	24% 10	19% 9	21% 19	17% 33
Totals	101% 24	99% 36	100% 28	100% 20	100% 108	100% 42	100% 47	100% 89	100% 197
No response	0	0	0	0	0	0	2	2	2

Nine percent of the elementary teachers said they would prefer to teach in a school which had fewer students of different races while 13% said, "Do not know." Nineteen percent of the secondary teachers said they would prefer a school with fewer students of other races while 21% said "Do not know."

Seventy-eight percent of the elementary teachers versus 61% of the secondary teachers said they prefer their present situation.

It seems many of the elementary teachers are able to accept "other race" students better, or perhaps students work better with teachers of other races when they are of elementary school age.

QUESTION 3

IF YOUR PRINCIPAL ASKED YOU TO TEACH A CLASS OF SLOW LEARNERS, WHAT WOULD YOU DO?
Accept without reservation
Accept, but with reservations
Refuse
Do Not Know

Purpose: With this question it was hoped to learn how many teachers at each level felt qualified and willing to teach slow learners.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Accept without reservations	50% 12	75% 27	71% 20	74% 14	68% 73	64% 27	58% 28	61% 55	65% 128
Accept, but with reservations	42% 10	25% 9	29% 8	16% 3	28% 30	31% 13	38% 18	34% 31	31% 61
Refuse	8% 2	-	-	-	2% 2	2% 1	4% 2	3% 3	3% 5
D.N.K.	-	-	-	11% 2	2% 2	2% 1	-	1% 1	2% 3
Totals	100% 24	100% 36	100% 28	101% 19	100% 107	99% 42	100% 48	99% 90	101% 197
No Response	0	0	0	1	1	0	1	1	2

Most of the teachers indicate they would not object to being called on to teach slow learners. This could lend itself well to the suggestion made on question 19 by one teacher from Lakeview that all teachers should rotate from high to low sections so as to have a better understanding of all students.

QUESTION 4

GENERALLY SPEAKING, DO YOU THINK MINORITY GROUP (MEXICAN AMERICAN, NEGRO, ETC.) STUDENTS TEND TO LOWER THE STANDARDS IN PUBLIC SCHOOL EDUCATION?
Yes
No
Do Not Know

Purpose: It was the purpose of this question to find general attitudes of the teachers toward minority students.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Yes	63% 15	56% 20	29% 8	60% 12	51% 55	63% 25	73% 35	68% 60	59% 115
No	29% 7	25% 9	57% 16	30% 6	35% 38	23% 9	23% 11	23% 20	30% 58
D.N.K.	8% 2	19% 7	14% 4	10% 2	14% 15	15% 6	4% 2	9% 8	12% 23
Totals	100% 24	100% 36	100% 28	100% 20	100% 108	101% 40	100% 48	100% 88	101% 196
No Response	0	0	0	0	0	2	1	3	3

Most teachers seem to think minority students do lower the educational standards -- an exception to this is Blue Ridge where 57% said, "No," and 14% said, "Do not know."

QUESTION 5

IF YOUR ANSWER TO QUESTION 4 WAS 'YES' OR 'NO', COULD YOU EXPLAIN WHY?

Purpose: This question was to determine general attitudes of the teachers toward minority students.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
YES									
Most slow learners come from minority groups and more time must be spent on them	15% 3	5% 1	12% 2	20% 3	12% 9	18% 6	12% 5	15% 11	14% 20
Lack of cultural experiences, language prob., poor home attitudes, & low socio-economic standards	45% 9	66% 14	41% 7	60% 9	53% 39	41% 14	54% 22	48% 36	51% 75
They get inferior teaching from least qualified teachers & have not mastered basic skills	15% 3	5% 1	-	7% 1	7% 5	15% 5	17% 7	16% 12	11% 17
Public education is geared for middle & upper class whites & offers little to minorities	5% 1	5% 1	-	7% 1	4% 3	-	-	-	2% 3
They tend to have low moral standards	-	-	-	-	-	6% 2	-	3% 2	1% 2
NO									
Ability grouping & good teachers take care of this	5% 1	5% 1	29% 5	7% 1	11% 8	6% 2	5% 2	5% 4	8% 12
We are all human with good & bad in all groups and each has something to offer	10% 2	5% 1	18% 3	-	8% 6	15% 5	10% 4	12% 9	10% 15
Majorities set standards not minorities	5% 1	5% 1	-	-	3% 2	-	2% 1	1% 1	2% 3
We are teaching children, not groups	-	5% 1	-	-	1% 1	-	-	-	1% 1
Totals	100% 20	101% 21	100% 17	101% 15	99% 73	101% 34	100% 41	100% 75	100% 148
No Response	2	8	7	3	20	0	5	5	25

Continued on next page

QUESTION 5 Continued

Of the 59% of teachers that felt minority students did lower educational standards, most gave as a reason "lack of cultural experiences, language problems, and poor home attitudes toward education," and "inferior teaching from the least qualified teachers."

Of the 30% of teachers that felt minority students did not lower educational standards, most gave as a reason "good teaching takes care of this," and "we are all human with good and bad students in all groups."

QUESTION 6

HOW DID YOU FIRST LEARN THAT THE BOND ISSUE (SCHOOL BONDS) VOTE ON DEC. 8, 1972 HAD FAILED?

Purpose: With this question it was hoped to determine existing means of communication.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
School	38% 8	72% 23	81% 22	62% 13	65% 66	80% 33	61% 28	70% 61	68% 127
Newspaper	14% 3	25% 8	11% 3	19% 4	18% 18	2% 1	20% 9	11% 10	15% 28
Radio	14% 3	3% 1	4% 1	19% 4	9% 9	7% 3	4% 2	6% 5	7% 14
Home	19% 4	-	4% 1	-	5% 5	5% 2	11% 5	8% 7	6% 12
T. V.	5% 1	-	-	-	1% 1	-	-	-	1% 1
Polls	10% 2	-	-	-	2% 2	5% 2	-	2% 2	2% 4
D.N.K.	-	-	-	-	-	-	4% 2	2% 2	1% 2
Totals	100% 21	100% 32	100% 27	100% 21	100% 101	99% 41	100% 46	99% 87	100% 188
No Response	3	4	1	0	7	1	3	4	11

Most of our school communications seem to come through word of mouth -- teacher to teacher. It is interesting to note that two teachers did not know that the bond issue of two months earlier had taken place or failed.

The 23% who answered "newspaper," "radio," or "T.V.,", indicates the small number who can be reached through these mediums.

QUESTION 7

DO YOU THINK THAT MINORITY STUDENTS (MEXICAN AMERICAN, NEGRO, ETC.) IN THE FORT BEND INDEPENDENT SCHOOL DISTRICT ARE:
Helped, but not as much
Helped more
Helped the same
Not helped at all
Do Not Know
Other

Purpose: In general, how do the teachers feel the minority student is accepted in our school district.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Helped, but not as much	9% 2	6% 2	4% 1	6% 1	6% 6	12% 5	21% 10	17% 15	11% 21
Helped more	30% 7	33% 12	4% 1	33% 6	25% 26	19% 8	25% 12	22% 20	24% 46
Helped the same	57% 13	53% 19	86% 24	56% 10	63% 66	62% 26	46% 22	53% 48	58% 114
Not helped at all	-	-	-	-	-	-	-	-	-
Do not know	4% 1	8% 3	7% 2	6% 1	7% 7	7% 3	8% 4	8% 7	7% 14
Totals	100% 23	100% 36	101% 28	101% 18	101% 105	100% 42	100% 48	100% 90	100% 195
No Response	1	0	0	2	3	0	1	1	4

A large number of our teachers feel minority students are helped more than Anglo students -- the exception to this being Blue Ridge where only one teacher believed this. Eighty-six percent of the teachers at Blue Ridge said "All students are helped the same" as compared to 58% of all teachers.

QUESTION 8

DO YOU THINK THE FORT BEND INDEPENDENT SCHOOL DISTRICT IS DOING ALL IT SHOULD TO HELP BRING ABOUT UNDERSTANDING BETWEEN THE DIFFERENT RACES IN OUR SCHOOLS?

Yes
No
Do Not Know
Other

Purpose: In general, how do the teachers view the schools role in race relations and are the schools fulfilling that role?

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Yes	60% 15	56% 20	62% 16	65% 13	60% 64	50% 21	38% 18	44% 39	53% 103
No	16% 4	11% 4	8% 2	15% 3	12% 13	19% 8	36% 17	28% 25	19% 38
Do not know	24% 6	33% 12	31% 8	20% 4	28% 30	31% 13	26% 12	28% 25	28% 55
Totals	100% 25	100% 36	101% 26	100% 20	100% 107	100% 42	100% 47	100% 89	100% 196
No Response	0	0	2	0	1	0	2	2	3

Over 50% at each school said, "The schools are doing all they should to bring about better understanding between the different races in the schools." The exception to this is the high school where 36% said, "The schools are not doing enough" versus 38% which said, "The schools are doing enough." The "Do not know" responses are very high on this question in all columns.

QUESTION 9

IF YOU ANSWERED QUESTION 8 'NO' WHAT WOULD YOU SUGGEST THE DISTRICT DO TO BRING ABOUT MORE UNDERSTANDING BETWEEN THE DIFFERENT RACES IN OUR SCHOOLS?

Purpose: Get suggestions for improving race relations in our school district.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Stricter and uniform discipline for all students	25% 1	-	-	33% 1	18% 2	14% 1	25% 4	22% 5	21% 7
Enlightened minority speakers, seminar & program for teachers & students on race relations & more student participations	50% 2	33% 1	100% 1	-	36% 4	71% 5	44% 7	52% 12	47% 16
Erase administration prejudice and teacher prejudice	-	-	-	33% 1	9% 1	-	13% 2	9% 2	9% 3
Courses with minority culture and history	-	33% 1	-	-	9% 1	14% 1	-	4% 1	6% 2
Student-teacher committees to work out problems	-	-	-	33% 1	9% 1	-	-	-	3% 1
More minority admin. and teachers	25% 1	-	-	-	9% 1	-	-	-	3% 1
Ability grouping segregates-find another method	-	33% 1	-	-	9% 1	-	-	-	3% 1
Teachers should make more home visits	-	-	-	-	-	-	6% 1	4% 1	3% 1
Teachers could do more in class (discussions, seating charts, etc.)	-	-	-	-	-	-	6% 1	4% 1	3% 1
The School Board should go regularly to the people in each community to meet	-	-	-	-	-	-	6% 1	4% 1	3% 1
Totals	100% 4	99% 3	100% 1	99% 3	99% 11	99% 7	100% 16	99% 23	101% 34
No Response	0	1	1	0	2	1	1	2	4

To be continued on next page

QUESTION 9 Continued

Of the 34 teachers who answered this question 47% (16) said, "Have enlightened minority speakers, race relation seminars, and programs for teachers, parents and students." Twenty-one percent felt the schools needed strict and uniform enforcement of discipline (four of the seven teachers who responded thus were from the high school).

QUESTION 10

IN YOUR OPINION, WHY DON'T MINORITY STUDENTS PARTICIPATE MORE IN EXTRA-CURRICULAR ACTIVITIES?

Purpose: This question was to determine the teachers attitude toward minority students and why these students do not take part in extra-curricular activities to the same extent that the Anglo student does.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. School	Dulles High School	Total Secon.	Total Teachers
Financial prob., lack of transportation & many have to work	19% 5	25% 9	24% 8	37% 10	26% 32	26% 13	20% 13	23% 26	24% 58
Lack of interest, uncommon goals or interest	8% 2	14% 5	15% 5	30% 8	16% 20	18% 9	22% 14	20% 23	18% 43
Lack of parent encouragement or interest	15% 4	22% 8	18% 6	4% 1	15% 19	16% 8	12% 8	14% 16	15% 35
Feeling of inferiority, shyness or lack of confidence	31% 8	17% 6	15% 5	7% 2	17% 21	6% 3	12% 8	10% 11	13% 32
Not given same chance as Anglos, not encouraged by teachers or not accepted by Anglo students	15% 4	3% 1	15% 5	4% 1	9% 11	6% 3	9% 6	8% 9	8% 20
They do participate as much as Anglos	4% 1	3% 1	9% 3	-	4% 5	14% 7	3% 2	8% 9	6% 14
Poor invironmental or cultural background	-	14% 5	3% 1	-	5% 6	-	2% 1	1% 1	3% 7
They do not qualify, they are inferior or they are lazy	4% 1	-	-	11% 3	3% 4	8% 4	5% 3	6% 7	5% 11
They do not feel wanted	4% 1	3% 1	-	4% 1	2% 3	6% 3	6% 4	6% 7	4% 10
They reject school activities, lack school spirit or they are afraid of rejection by other minority students	-	-	3% 1	4% 1	2% 2	-	8% 5	4% 5	3% 7
They want to be treated better than whites	-	-	-	-	-	-	2% 1	1% 1	0% 1
Totals	100% 26	101% 36	102% 34	101% 27	99% 123	100% 50	101% 65	101% 115	99% 238

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QUESTION 10 Continued

Notice the final total of responses is greater than the 199 questionnaires that were answered. This is due to the multiple response of many teachers.

Most teachers feel minority students have barriers to their participation in extra-curricular activities such as: (1) financial problems, lack of transportation and after school jobs, (2) different goals or interest, (3) lack of parent encouragement, and (4) lack of confidence. Only 6% said the minority students did participate as much as the Anglo students.

QUESTION 11

IN YOUR OPINION WHY DON'T MINORITY PARENTS PARTICIPATE MORE IN SCHOOL ACTIVITIES?

Purpose: This question was to determine the teachers attitude toward minority parents and why these parents do not take a more active role in school activities.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. School	Dulles High School	Total Secon.	Total Teachers
Not interested, indifferent, uncommon goals	27% 8	19% 9	24% 9	19% 5	22% 31	24% 14	23% 12	24% 26	23% 57
Feel inferior, uncomfortable & unwelcome	17% 5	28% 13	11% 4	15% 4	18% 26	26% 15	33% 17	29% 32	23% 58
Working schedules, family size or lack of time	17% 5	13% 6	18% 7	7% 2	14% 20	12% 7	15% 8	14% 15	14% 35
Lack of education, language problems or cultural differences	17% 5	23% 11	11% 4	11% 3	16% 23	24% 14	6% 3	15% 17	16% 40
Financial problems or lack of transportation	7% 2	9% 4	32% 12	22% 6	17% 24	7% 4	6% 3	6% 7	12% 31
Not encouraged to come by schools or not informed of activities	7% 2	6% 3	5% 2	7% 2	6% 9	-	4% 2	2% 2	4% 11
Their children do not encourage or do not want them to come	-	-	-	-	-	-	8% 4	4% 4	2% 4
Lack of understanding of value of education	-	-	-	11% 3	2% 3	5% 3	2% 1	4% 4	3% 7
Mistrust of schools and Anglos	-	2% 1	-	-	1% 1	-	2% 1	1% 1	1% 2
Lack of ability	-	-	-	4% 1	1% 1	2% 1	-	1% 1	1% 2
They have experienced rejection at schools	7% 2	-	-	-	1% 2	-	-	-	1% 2
Do not want integration	-	-	-	4% 1	1% 1	-	-	-	0% 1
They do participate as much as Anglos	3% 1	-	-	-	1% 1	-	-	-	0% 1
They want to be treated better than whites							2% 1	1% 1	0% 1
Totals	102% 30	100% 47	101% 38	100% 27	100% 142	100% 58	101% 52	101% 110	100% 252

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QUESTION 11 Continued

Most of the reasons given deal with the minority parents, cultural, social or financial station in life. Eighty-eight percent of the responses to this question were: (1) feelings of inferiority, feel unwelcome and uncomfortable, (2) different goals and interests or indifference, (3) lack of education, language problems or cultural differences, (4) lack of time, large families or working schedules and hours, (5) financial problems, lack of transportation, and lack of time.

QUESTION 12

IN YOUR OPINION, WHY DON'T MINORITY STUDENTS COME TO TEACHERS AND COUNSELORS MORE OFTEN WITH THEIR ACADEMIC AND PERSONAL PROBLEMS?

Purpose: With this question it was hoped to learn what some of the teacher-minority student barriers are.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Do not trust or have confidence in teachers or counselors	7% 1	8% 2	20% 4	25% 4	14% 11	29% 10	30% 14	29% 24	22% 35
Fear of being rejected	33% 5	28% 7	15% 3	-	20% 15	9% 3	17% 8	13% 11	16% 26
They do come as much as Anglos	20% 3	12% 3	15% 3	-	12% 9	31% 11	6% 3	17% 14	15% 23
Counselors and teachers don't listen, encourage, show interest, keep confidence, etc.	7% 1	8% 2	-	6% 1	5% 4	9% 3	11% 5	10% 8	8% 12
Counselors and teachers don't understand minorities and minorities can't identify with them	-	4% 1	-	25% 4	7% 5	6% 2	4% 2	5% 4	6% 9
Minorities do not care about school apathy. They want physical help, not understanding	-	4% 1	-	19% 3	5% 4	3% 1	11% 5	7% 6	6% 10
Do not understand duties or know counselors. Don't know they can be helped	-	20% 5	15% 3	-	11% 8	-	-	-	5% 8
Too much pride	7% 1	4% 1	5% 1	-	4% 3	-	13% 6	7% 6	6% 9
Their parents and mores do not encourage them to take their problems to others	-	12% 3	5% 1	-	5% 4	6% 2	-	2% 2	4% 6
Shy, lack of self confidence and feeling of inferiority	13% 2	-	20% 4	13% 2	11% 8	-	-	-	5% 8
Ineffective counseling. Our programs do not let counselors or teachers counsel.	-	-	5% 1	-	1% 1	9% 3	2% 1	5% 4	3% 5
Lack of minority student-teacher communication	-	-	-	13% 2	3% 2	-	-	-	1% 2
Academic problems are the least of their worries	-	-	-	-	-	-	6% 3	4% 3	2% 3
They have experienced teacher and counselor discrimination	13% 2	-	-	-	3% 2	-	-	-	1% 2
Totals	100% 15	100% 25	100% 20	101% 16	101% 76	102% 35	100% 47	99% 82	100% 158

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QUESTION 12 Continued

Many teachers (22%) said, "Minority students do not come to counselors or teachers more often with their problems because they do not trust or have confidence in counselors or teachers." Thirty percent of the high school teachers and 29% of the junior high teachers felt this was the case. An additional 16% said "Minorities fear rejection from counselors and teachers." Eight percent stated, "Some counselors and teachers do not listen to, encourage, show interest in, or keep confidences of minority students and the students know this."

Fifteen percent of the teachers said, "Minorities do come with their problems as much as Anglos." Only 6% of the high school teachers said this.

QUESTION 13

DO YOU THINK THAT STUDENTS OF MINORITY GROUPS ARE GIVEN THE SAME OPPORTUNITIES AS ANGLO STUDENTS WHEN THEY TRY TO TAKE PART IN SCHOOL ACTIVITIES SUCH AS BAND, STUDENT COUNCIL, FOOTBALL, SCHOOL PLAYS, ETC?

Purpose: In general, how do our teachers look at the role our schools are playing in dealing with our minority students (more detail of question 7), in area of extra-curricular activities.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Yes	67% 14	83% 25	76% 19	72% 13	76% 71	80% 33	76% 35	78% 68	77% 139
Yes, and in some cases more	5% 1	-	-	11% 2	3% 3	2% 1	4% 2	3% 3	3% 6
No	10% 2	-	20% 5	-	7% 7	5% 2	2% 1	3% 3	6% 10
Not always	5% 1	3% 1	-	17% 3	5% 5	7% 3	13% 6	10% 9	8% 14
Do not know	14% 3	13% 4	4% 1	-	9% 8	5% 2	4% 2	5% 4	7% 12
Totals	101% 21	99% 30	100% 25	100% 18	100% 94	99% 41	99% 46	99% 87	101% 181
No Response	3	6	3	2	14	1	3	4	18

Thirteen percent of the teachers said, "Minorities are not always given the same opportunities as Anglos when they try to take part in school activities" (total of "No" and "Not always"). Three percent said, "Minorities are given more opportunities to take part in school activities, in some cases."

Seventy-seven percent of the teachers felt all students are given the same opportunities to take part in school activities.

It is interesting to note that half (5) of the teachers who felt black and brown students are not given same opportunities are at Blue Ridge.

QUESTION 14

DO YOU THINK STUDENTS OF MINORITY GROUPS ARE GIVEN THE ENCOURAGEMENT ANGLO STUDENTS RECEIVE WHEN THEY PARTICIPATE IN SCHOOL ACTIVITIES?

Yes
Not as much
More
Do Not Know

Purpose: More detail of question 7 under heading of 'Encouragement given minority students'.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Yes	70% 16	69% 22	77% 20	79% 15	73% 73	71% 29	69% 33	70% 62	71% 135
Not as much	17% 4	9% 3	19% 5	11% 2	14% 14	15% 6	19% 9	17% 15	15% 29
More	-	-	-	-	-	2% 1	6% 3	5% 4	2% 4
Do not know	13% 3	22% 7	4% 1	11% 2	13% 13	12% 5	6% 3	9% 8	11% 21
Totals	100% 23	100% 32	100% 26	101% 19	100% 100	100% 41	100% 48	101% 89	99% 189
No Response	1	4	2	1	8	1	1	2	10

Seventy-one percent of the teachers answered "Yes" (minority students are given same encouragement as Anglo students).

Fifteen percent said, "Minority students are not given same encouragement."

QUESTION 15

DO YOU THINK STUDENTS OF MINORITY GROUPS ARE TAUGHT AS WELL AS ANGLO STUDENTS IN OUR SCHOOLS?

Purpose: More detail of question 7.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Yes	70% 16	82% 28	92% 22	67% 12	79% 78	82% 32	73% 33	77% 65	78% 143
Yes, and more	4% 1	3% 1	-	17% 3	5% 5	10% 4	-	5% 4	5% 9
No	17% 4	9% 3	4% 1	11% 2	10% 10	3% 1	20% 9	12% 10	11% 20
Not always	-	3% 1	4% 1	6% 1	3% 3	5% 2	7% 3	6% 5	4% 8
Do not know	9% 2	3% 1	-	-	3% 3	-	-	-	2% 3
Totals	100% 23	100% 34	100% 24	101% 18	100% 99	100% 39	100% 45	100% 84	100% 183
No Response	1	2	4	2	9	3	4	7	16

Fifteen percent of the teachers felt the minority students are not always taught as well as the Anglo students, (total of "No" and "Not always") while 5% felt they are taught better.

Seventy-eight percent of the teachers said, "All students are taught the same regardless of race".

Ninety-two percent of the Blue Ridge faculty said, "All students are taught the same", versus 27% of the high school faculty who said, "Minorities are not always taught as well".

QUESTION 16

ABOUT HOW MANY HOME-VISITS HAVE YOU MADE THIS SCHOOL YEAR?

None
1-9
10-19
20 or more

Purpose: This question was to see the extent of teacher-parent contact and home environment 'first hand' understanding.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
None	71% 17	88% 29	85% 23	11% 2	69% 71	80% 33	72% 34	76% 67	72% 138
1-9	25% 6	9% 3	15% 4	32% 6	18% 19	20% 8	17% 8	18% 16	18% 35
10-19	-	-	-	21% 4	4% 4	-	4% 2	2% 2	3% 6
20 or more	4% 1	3% 1	-	37% 7	9% 9	-	6% 3	3% 3	6% 12
Totals	100% 24	100% 33	100% 27	101% 19	100% 103	100% 41	99% 47	99% 88	99% 191
No Response	0	3	1	1	5	1	2	3	8

Seventy-two percent of the teachers stated that they had made no home visits the first semester. Eighteen percent answered "1-9," 3% "10-19" and 6% "20 or more."

QUESTION 17

LIST IN ORDER OF IMPORTANCE THE 3 MAIN STRENGTHS OF OUR SCHOOL DISTRICT.

Purpose: This was a general board for strengths which the teachers feel need projection.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Good teachers	13% 7	10% 6	4% 2	8% 3	9% 18	13% 10	16% 19	15% 29	12% 47
Ample teaching supplies, visual aids & materials	6% 3	17% 11	11% 6	5% 2	10% 22	3% 2	9% 11	7% 13	9% 35
Good administration	9% 5	3% 2	9% 5	10% 4	8% 16	10% 8	8% 9	9% 17	8% 33
Ability grouping	13% 7	13% 8	15% 8	2% 1	11% 24	9% 7	1% 1	4% 8	8% 32
Good curriculum and subject variety	4% 2	3% 2	9% 5	5% 2	5% 11	5% 4	11% 13	9% 17	7% 28
Good school buildings, facilities and locations	- 	- 	4% 2	2% 1	1% 3	8% 6	11% 13	10% 19	5% 22
Administration-faculty relations, co-operation and communications	8% 4	11% 7	8% 4	2% 1	8% 16	6% 5	3% 3	4% 8	6% 24
Vocational program	8% 4	2% 1	2% 1	5% 2	4% 8	6% 5	6% 7	6% 12	5% 20
Good teacher-pupil ratio, small classes	- 	14% 9	2% 1	- 	5% 10	9% 7	- 	4% 7	4% 17
Smooth and total integration-minority relations-racial balance	11% 6	- 	4% 2	5% 2	5% 10	1% 1	8% 9	5% 10	5% 20
Special services, reading, art, music, speech, counseling, testing, library & health programs	4% 2	8% 5	8% 4	8% 3	7% 14	- 	- 	- 	3% 14
Teacher freedom and flexibility	6% 3	5% 3	2% 1	8% 3	5% 10	- 	3% 3	1% 3	3% 13
Special education program	6% 3	- 	4% 2	8% 3	4% 8	3% 2	1% 1	1% 3	3% 11
Small size of school district	4% 2	2% 1	2% 1	10% 4	4% 8	3% 2	2% 2	2% 4	3% 12
Good students with good attitudes	4% 2	- 	- 	- 	1% 2	4% 3	4% 5	4% 8	2% 10
Friendly atmosphere	- 	2% 1	- 	- 	0% 1	6% 5	5% 6	6% 11	3% 12
Open to new ideas, modern educational approach	- 	- 	- 	- 	- 	4% 3	1% 1	2% 4	1% 4
Encouragement and concern given students	2% 1	6% 4	4% 2	- 	3% 7	4% 3	3% 3	3% 6	3% 13
Federal and state aid use (free lunch, kindergarten, etc.)	- 	2% 1	4% 2	2% 1	2% 4	- 	- 	- 	1% 4

Continued on next page

QUESTION 17 Continued

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Good teacher salaries	-	-	-	5% 2	1% 2	3% 2	-	1% 2	1% 4
Financial ability to produce top program	-	-	-	-	-	-	3% 4	2% 4	1% 4
Good School Board	2% 1	-	2% 1	-	1% 2	-	3% 3	1% 3	1% 5
Future planning	2% 1	-	4% 2	2% 1	2% 4	-	-	-	1% 4
Strong discipline	-	-	2% 1	2% 1	1% 2	1% 1	1% 1	1% 2	1% 4
Miscellaneous	-	3% 2	2% 1	12% 5	4% 8	4% 3	4% 5	4% 8	4% 16
Totals	102% 53	101% 63	102% 53	101% 41	101% 210	102% 79	103% 119	101% 198	100% 408

On the elementary level, ability grouping and the access of teaching supplies, visual aids and materials are the strengths named most often. "Good teachers" and "good administrators" were also popular responses.

At the secondary level, "good teachers" is most often listed with "buildings," "good administration," and "curriculum-variety of subjects offered," following.

QUESTION 18

LIST IN ORDER OF IMPORTANCE THE 3 MAIN WEAKNESSES OF OUR SCHOOL DISTRICT.

Purpose: This was a general sounding board for weaknesses which the teachers feel need correction.

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Lack of discipline, favoritism toward some students	4% 2	2% 1	4% 1	3% 1	3% 5	7% 5	24% 24	17% 29	10% 34
Poor administrators	- 	2% 1	4% 1	9% 3	3% 5	6% 4	14% 14	11% 18	7% 23
Lack of school-parent communications and public relations	12% 6	- 	- 	9% 3	6% 9	6% 4	7% 7	7% 11	6% 20
Parent & community apathy-community groups that fight schools	8% 4	11% 5	4% 1	11% 4	9% 14	- 	4% 4	2% 4	6% 18
Lack of schools for future, lack of foresight-failure of bonds	6% 3	4% 2	8% 2	6% 2	6% 9	7% 5	2% 2	4% 7	5% 16
Divided School Board	6% 3	6% 3	8% 2	- 	5% 8	4% 3	4% 4	4% 7	5% 15
Lack of inter-school understanding and administration-teacher communications	4% 2	6% 3	- 	11% 4	6% 9	7% 5	3% 3	5% 8	5% 17
Academic standards are too low, need enrichment, higher goals	2% 1	2% 1	- 	6% 2	3% 4	6% 4	7% 7	7% 11	5% 15
Lack of complete pre-school and kindergarten-lack of complete services for all grades. Lack of emphasis on art, music, p.e., drama, etc.	14% 7	4% 2	- 	6% 2	7% 11	- 	2% 2	1% 2	4% 13
Class loads are too large	12% 6	- 	- 	3% 1	4% 7	3% 2	2% 2	2% 4	3% 11
Poor maintenance	- 	15% 7	- 	3% 1	5% 8	- 	1% 1	1% 1	3% 9
Poor teachers-need better method of screening & selecting teachers	- 	4% 2	4% 1	3% 1	3% 4	3% 2	3% 3	3% 5	3% 9
Lack of teacher aides, teacher supplies and teacher help	6% 3	2% 1	- 	6% 2	4% 6	7% 5	- 	3% 5	3% 11
Poor counselors, need psychological services-too many misplaced students	- 	2% 1	- 	- 	1% 1	10% 7	3% 3	6% 10	3% 11
Unequal school facilities, lack of air conditioning, etc.	4% 2	4% 2	- 	3% 1	3% 5	3% 2	1% 1	2% 3	2% 8
Method of reporting grades, Region IV computer	- 	2% 1	12% 3	- 	3% 4	4% 3	- 	2% 3	2% 7
Too much of teacher's time is spent on trivia, paper work, etc.	2% 1	2% 1	8% 2	3% 1	3% 5	3% 2	- 	1% 2	2% 7
Too many students from low income families, with language & health problems	- 	13% 6	- 	- 	4% 6	- 	- 	- 	2% 6

Continued on next page

QUESTION 18 Continued

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Too few minority teachers, administrators, etc.	4% 2	4% 2	15% 4	-	5% 8	-	-	-	2% 8
Too concerned with dress and hair, not education-petty rules	-	-	-	-	-	1% 1	5% 5	4% 6	2% 6
Poor administrative organization	-	-	-	-	-	3% 2	4% 4	4% 6	2% 6
Poor transportation situation-buses must carry students too far	-	-	8% 2	3% 1	2% 3	1% 1	-	1% 1	1% 4
Need better vocational program	-	-	-	-	-	6% 4	-	2% 4	1% 4
Lack of teacher school spirit and teacher togetherness	-	-	-	-	-	-	3% 3	2% 3	1% 3
Too much absenteeism	-	-	-	-	-	-	3% 3	2% 3	1% 3
Too much politics and favoritism among administration and teachers	-	2% 1	-	6% 2	2% 3	1% 1	-	1% 1	1% 4
Lack of student planned programs - students are not listened to	-	-	-	3% 1	1% 1	-	2% 2	1% 2	1% 3
Too tight on budget	-	-	12% 3	-	2% 3	-	-	-	1% 3
Miscellaneous	16% 8	11% 5	15% 4	9% 3	13% 20	13% 9	4% 4	8% 13	10% 33
Totals	100% 50	98% 47	102% 26	103% 35	103% 158	101% 71	98% 98	103% 169	99% 327

Seventeen percent of the secondary teachers (24% at high school versus 7% at junior high) said one of our greatest weaknesses is, "Lack of discipline and favoritism shown some students." Eleven percent (14% at high school versus 6% at junior high school) felt "Poor administration" is an outstanding weakness.

Seven percent felt there are poor school-parent communications and public relations. Another 7% said, "Academic standards are too low, and we need better enrichment curriculum and higher goals." The counseling programs, psychological services and counselors were called inadequate by 6% of the secondary teachers, many of whom said, "Counselors misplace too many students (10% at junior high level versus 3% at high school)."

At the elementary level the teachers listed: (1) parent-community apathy - groups which fight schools, (2) lack of complete services (P.E., art, music, etc.), (3) lack of school-parent communications and public relations, (4) lack of schools for future, foresight and failure of bonds, (5) lack of inter-school (teacher-administrator) understanding and communications, (6) divided school board, (7) poor maintenance (15% listed "Poor maintenance" at Jones Elementary), and (8) too few minority teachers and administrators.

QUESTION 19

IF YOU HAVE ANY SUGGESTIONS OR COMPLAINTS YOU MAY USE THIS SPACE TO STATE THEM.

Purpose: Where was the suggestion box?

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Get stronger on discipline, too much favoritism by admin.	-	-	-	-	-	9% 3	21% 12	16% 15	11% 15
Upgrade total school program from elem. P. E. to high school foreign languages	11% 1	19% 3	-	14% 2	13% 6	6% 2	5% 3	5% 5	8% 11
Administration should get stronger and insist all personnel obey all rules, duties, etc. (politics)	-	-	-	21% 3	7% 3	-	12% 7	8% 7	7% 10
Improve public relations and community communications	-	13% 2	17% 1	7% 1	9% 4	3% 1	5% 3	4% 4	6% 8
Hire teachers with more community interest, who live in district	-	6% 1	-	-	2% 1	-	7% 4	4% 4	4% 5
Get qualified administration, not just certified	-	-	-	-	-	17% 6	-	7% 6	4% 6
Do away with meaningless meetings & directives & office duties for teachers	-	-	-	-	-	14% 5	-	5% 5	4% 5
Improve grading system-9weeks, no computer cards, etc.	-	-	-	-	-	9% 3	4% 2	5% 5	4% 5
More education on minority problems, backgrounds, etc, for all students, teachers, admin.	-	6% 1	50% 3	7% 1	11% 5	-	-	-	4% 5
Everyone should avoid showing favoritism-reduce discrimination	-	-	-	7% 1	2% 1	3% 1	4% 2	3% 3	3% 4
Hire more minority people at all levels	-	-	-	-	-	9% 3	-	3% 3	2% 3
Administration should not try to pressure teachers to pass everyone	-	-	-	-	-	9% 3	-	3% 3	2% 3
Need better maintenance and maintenance personnel	-	13% 2	-	-	4% 2	-	2% 1	1% 1	2% 3
Ability grouping should be integrated more	22% 2	-	-	-	4% 2	-	-	-	1% 2
Upgrade in-service (tours of schools, language, arts, etc.)	11% 1	-	-	-	2% 1	-	2% 1	1% 1	1% 2
Do not unload elem. students so they get wet on rainy days	-	13% 2	-	-	4% 2	-	-	-	1% 2
Re-zone district so better cross section-Meadows to Jones, etc.	-	13% 2	-	-	4% 2	-	-	-	1% 2
Administration should let teachers help them set policies & solve problems	-	-	-	-	-	6% 2	-	2% 2	1% 2

Continued on next page

QUESTION 19 Continued

	ELEMENTARY					SECONDARY			
	Lake View	Jones	Blue Ridge	Woods, Couns., Nurses	Total Elem	Dulles Jr. High	Dulles High School	Total Secon.	Total Teachers
Improve & air condition existing school plants and build new buildings	-	-	-	-	-	6% 2	-	2% 2	1% 2
Ability grouping should be done according to childs ability in each subject area	-	-	-	-	-	6% 2	-	2% 2	1% 2
Improve evaluation of teachers and get rid of those who sleep, curse, etc. in class	-	-	-	-	-	3% 1	4% 2	3% 3	2% 3
Make an honest evaluation of curriculum	-	-	-	-	-	-	4% 2	2% 2	1% 2
Miscellaneous	56% 5	19% 3	33% 2	43% 6	36% 16	3% 1	32% 18	21% 19	26% 35
Totals	100% 9	102% 16	100% 6	99% 14	98% 45	103% 35	102% 57	97% 92	97% 137

The secondary teachers suggested most strongly that better discipline and less favoritism be given students (21% at high school versus 9% at junior high). High school teachers think the administration should get stronger and insist all personnel obey all rules, duties, etc., while many junior high teachers feel better administrators are needed and meaningless meetings and directives should be done away with. Also listed at the junior high were: improve the grading system (9 weeks), do away with computer cards, etc., hire more minority teachers, and relieve administrative pressure on teachers to pass everyone.

Eleven percent of the elementary teachers felt more education on minority problems, backgrounds, etc. for teachers and administrators is needed. Thirteen percent said, "Upgrade the total school program from P. E. to languages." Also listed were: need for improved public relations and community communications, and need for administration to get stronger and insist all personnel obey all rules, duties, etc.

QUESTION 19 Continued

This is a list of suggestions which were made by only one teacher but should be mentioned. (These are totaled as miscellaneous in the table for Question 19.

LAKEVIEW ELEMENTARY

1. Do not call minorities "Minorities".
2. Do not spend so much money on polls and committees.
3. All teachers should rotate from higher to lower sections so that they have a better understanding of all students and so good teachers get passed around.
4. Our School Board should concern itself first with our children.

JONES ELEMENTARY

1. Teachers need to make more home visits.
2. Provide low income parents with rides to polls for School Board and school bond elections.
3. School Board Members and Administration should get around to all schools more often so as to know first hand what is going on and being taught in our schools.

BLUE RIDGE ELEMENTARY

1. We need more Adult Education.
2. Build more "open area" schools

WOODS, COUNSELORS AND NURSES

1. Improve dress code.
2. We need better understanding between administration and faculty.
3. Concentrate on one problem at a time and solve it properly.
4. Trim secondary coaching staff.
5. Poor risk students should be in small classes.
6. Equality for Anglos.

DULLES JUNIOR HIGH

1. Tax everyone equally.

DULLES HIGH SCHOOL

1. Let students in Arcola use old gym.
2. Require all teachers to join T. S. T. A.
3. Improve attitudes of some secretaries and other district employees.
4. Do away with student suspensions as a disciplinary action, except in extreme cases or when the safety of others is at stake.
5. Put "Personal Reasons" back in sick leave policy.
6. Instill more pride in teachers and students.
7. Encourage better study habits in students.
8. Offer Freshman Orientation.

Continued on next page

QUESTION 19 Continued

DULLES HIGH SCHOOL

9. Replace home room with some constructive activity or do away with it.
10. Improve assembly programs and pep rallies.
11. Stop grouping freshmen and seniors in same classes.
12. We need another road to Dulles Campus.
13. New board policy concerning termination of teacher contracts.
14. Find some way to recognize good teachers.
15. Teacher-Parent Seminars are needed.
16. More student social activities such as dances.
17. Our students have good ideas and should be listened to more often.

TEACHER QUESTIONNAIRE
SUMMARY

This summary is not meant to be a complete picture of the data presented herein. Anyone wishing to become somewhat expertise as to the meaning of this data would need to study the table presented for each question and spend some time getting to know the different types of campuses and situations existing in the Fort Bend Independent School District. The opinions drawn in this summary are those of the coordinator, and any serious reader should draw his own conclusions after making a detailed study. If one only wishes to get a general idea of the contents as the coordinator sees them then he should first read the introduction on page ii and then continue this summary.

Seventy-four percent (199) of the classroom teachers, counselors and nurses in the school district completed and returned the Teacher Questionnaire. Most of those returned had all questions answered in a very professional manner but there were a few teachers[1] who seemed to either resent the questionnaire or did not have enough time to complete every question.

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[1] In this summary the term teacher will be used to include all classroom teacher, counselors and nurses who answered the questionnaire.

At this time the schools are desegregated but not as yet totally integrated. There are black, brown and white students at fairly good ratios on all campuses but not black, brown and white students in all phases of school life to any acceptable ratio. There are reasons for this which can be justified, in some instances, but still it should not be this way. For an example, in an Algebra II class in the high school there may be 25 white students, 5 brown students and no black students. The reason for this is that the black and brown students are not ready for Algebra II (Some may say they are not capable of understanding algebra, but this is not the case as in the mind of the coordinator) when they reach the eleventh grade. This is true, but why? They could be ready if certain conditions were dealt with effectively. These conditions, whether cultural, racial, financial or a combination of these or other reasons need to be determined so they may be changed.[2] All of our students must be educated properly before they leave school or insurmountable problems are placed on these ex-students and society.

Overall the elementary schools seem to have adapted better to desegregation than the secondary schools. Whether this is due to attitude changes on the part of the students as they grow older, the teacher-student relationship in the elementary school, the philosophy in educating the whole child in the elementary school versus subject matter retention in the secondary or whatever is only conjecture here. But when one compares the schools

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[2]It is not being implied here that all students should take Algebra II or any other college prep course. This was only an example. Any number of examples exist such as Marching Band or Auto Mechanics.

of Blue Ridge Elementary and John Foster Dulles High the differences become apparent. An example would be question 2 where 93% of the teachers at Blue Ridge responded "No, I would not prefer to teach in a school which was fewer students of different races," compared with 60% at John Foster Dulles High. There were no teachers at Blue Ridge who answered, "Yes" as compared with 21% at the high school. Going through all the questions that deal with race relations one can observe a similar trend although not necessarily to that degree of difference. The same trend can also be noticed in comparing elementary totals and secondary totals.

As the reader looks over the questions and their results, he will notice that in every area of race relations covered, the schools show up as being fairly enlightened toward desegregation. At the same time, it is obvious that on many campuses there are a few teachers who are either frightened of, confused by, or resentful of Negro and Mexican American students. since the main stated business of the schools is to educate, and a good many of those in the Fort Bend Independent School District are Negro and Mexican American, some questions may come to mind. How can a teacher who is fearful of, confused by, or resentful of a student teach him what he needs to learn from the schools to help him become a respectful, productive and happy citizen? Can a few teachers with these feelings affect the total education of a child to any significant degree? Can a situation such as this be effectively dealt with to the good of all concerned and if so, how?

Throughout the results, most teachers said, "The minority students are treated the same as the Anglo students." But again there are about 13% of the teachers who say minority students are not given the same considerations as the Anglo students.[3] This may mean there are some areas where minority students are facing barriers in the schools.

Although 53% of the teachers said, "The school district is doing all it should to help bring about understanding between the different races in our schools," 19% said, "It is not doing enough" and 28% said they did not know. Of the 19% who felt enough was not being done, most followed by saying that the school district should have more enlightened minority speakers, race relations seminars for teachers, parents and students, and strict - uniform enforcement of discipline.

Thirty-one percent of the elementary teachers versus fifteen percent of the secondary teachers said they have noticed "Many" inter-racial friendships. Thirty-six percent of the secondary teachers said that they had noticed "Few" or "No" inter-racial friendships as compared to 24% of the elementary teachers. Maybe the elementary age child finds it easier to relate to a peer of another race.

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[3]This refers to questions 7, 13, 14, and 15.

The elementary teachers felt: (1) ability grouping, (2) access of teaching supplies, visual aids and materials, (3) good administration and (4) administration-faculty relations, cooperation and communications are the main strengths of the schools. At the secondary level the major strengths most often mentioned are: (1) good teachers, (2) good buildings, (3) good administration and (4) good curriculum.

At the elementary level, the teachers listed the main weaknesses of the schools as: (1) parent and community apathy - groups which fight schools, (2) lack of school-parent communications and public relations, (3) lack of schools for future, lack of foresight of administration and school board (failure of school bonds), (4) lack of complete services (P.E., arts, music, etc.) in all schools and (5) lack of inter - school (teacher-administrator) understanding and communications.

Most of the secondary teachers felt the main weaknesses were: (1) lack of discipline and the favoritism shown some students, (2) poor administration, (3) lack of school-parent communications and public relations, (4) lack of high academic standards, high academic goals and adequate enrichment programs, and (5) lack of good counselors, psychological services and proper placement of students.

There was a wide spread of suggestions made by the teachers on question 19. Each school has its unique situations and to get a good idea as to what the teachers suggested or complained about, the reader should study the results of question 19 carefully.

Some very general items the elementary teachers listed as suggestions were: (1) upgrade the total school program from physical education to foreign languages, (2) have more education on minority problems, cultures, etc., (3) improve public relations and community communications and (4) the administration should get stronger and insist all personnel obey all rules, duties, etc. (at present there is too much politics).

The outstanding suggestions made at the secondary level were: (1) get stronger on discipline and eliminate the favoritism shown some students by administration, (2) the administration should get stronger and insist all personnel obey all rules, duties, etc. (at present there is too much politics) and (3) hire qualified administrators, not just certified.

Please remember, it is not the purpose of this study to prove that these attitudes are true or false. That will be left to the discretion of those who have that authority, if they wish to do so. This has pointed out what the 74% of the teachers who answered the Teacher Questionnaire claim they feel. Naturally it is hoped that this study will give the Fort Bend Independent School District some ideas for improving the educational opportunities of its' students and it is urged that those charged with the responsibility of overseeing the district will take a close look at this data.

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DISTRICT SURVEY PROJECT

Volume Three: Home Interviews with Results

FORT BEND

INDEPENDENT SCHOOL DISTRICT

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HOME INTERVIEW INTRODUCTION AND PROCEDURES

This phase of the survey was the most important since it was dealing with the attitudes and opinions of the community which pays the bills and furnishes the children for the schools of the district. It was of primary importance for the interview team to gather valid information so as to get at the true impressions the adults of the community have toward the schools. During the interviews extreme care was taken to insure a representative crosssection and the validity of the data.

The first important step in this phase was the selection of personnel to comprise the interview team. It was necessary to be very particular in the people selected because these people not only were to represent the schools in the community but must also be able to enter any home in our district, gain the confidence of the interviewee and listen to that person without defending the schools or leading the person into answering in a certain way.

Naturally it was necessary to find an approved, qualified teacher to replace each of the classroom teachers on the team for a period of six weeks. Actually the interviews would last only five weeks, but it was felt that the substitute should work and observe the regular teacher for several days before she was put on her own in the classroom.

Three days were spent training the interview team in the necessary skills for conducting home interviews. The project consultants, Dr. Ed Tapscott (Chairman of Department of Education, Houston Baptist College) conducted the training

along with Mr. Henry Ramirez (social case worker, Catholic Charities, Houston, Texas).

With the aid of Dr. Tapscott, a system was devised to insure consistency for a true cross-section of our school district. In general the system defined procedures to be used in different situations (housing projects, trailer parks, apartments, etc.). We were to start at an intersection's northeast, north or east corner, whichever was most practical, and beginning with the first house on that corner we would count to the fifth house for the first interview. If no one was home or if they did not wish to be interviewed we would retreat to the fourth house. If we could not get an interview there we would go on to the sixth house, then the seventh, etc. until we did get an interview. At that point the procedure would begin again. In an apartment unit we would count mailboxes with names.

We kept track of the home visits on a day to day basis by using a 4'x5' map of the school district which contained most of the streets and roads in the district. When the interviewers returned from interviews, they would place a colored map pin in an approximate location on the map for each visit made. A black pin represented a Negro home, a white pin represented an Anglo home and a red pin represented a Mexican American home (we did not have any brown pins). Using this procedure we were able to observe our coverage as the interviews progressed.

Most of the interviews took place between the hours of 2:00 P. M. and 10:00 P. M. We did interview some in the morning but seemed to have our best results in the early evening.

The team found that in most cases the people being interviewed seemed pleased that the interviewer had come to ask them what their opinions on different areas of school life were. In fact, many people seemed gratified that at last the schools were interested in their opinions and feelings. An important step had been made in school-community relations with these interviews.

The team made 630 visits and out of that number, to my knowledge, there were no complaints from the community, which speaks well for the interviewers. This 630 represents approximately 14% of the homes in the Fort Bend Independent School District and covers the 184 square miles from Juliff to beyond Clodine.

We attempted to cover the district by elementary school zones, of which we have three(Lakeview, E. A. Jones and Blue Ridge). We started in the Lakeview Zone (Clodine to Sugar Land area) with our pattern of every fifth house, and when we finished that zone, we noted that we were getting too much of a concentration and decided to change our pattern to every sixth house in the other zones. As you will note on our zone breakdown in Exhibit VI, this accounts for the higher percentage of home visits in the Lakeview Zone over the other two zones. Since the ethnic breakdown percentages in that zone are not too different from the school population breakdown of approximately 54% Anglo, 29% Mexican American and 17% Negro, it was felt this did not affect our information to any noticeable degree.

This school district encompasses three communities, a number of settlements, several housing developments and is located near the Houston Metropolitan area. Because of the composition of the area and being in the overflow area of the metropolitan media, no total encompassing communication instrument is available within this school district. The minority segments of this district are most often the major group missed in this complex media distribution system.

A community survey indicates a definite need for new and better methods of school - community communication. The sampling of two items, Free Lunch Program and dress code, in this survey indicated that 39% of the Anglo, 28% of the Mexican American and 38% of the Negro homes visited said they did not know of either item, even though both items were less than ten weeks old at the time of the interview. Fifty-one percent of the homes interviewed indicated the parents requested the school to provide more information.

Lack of adequate communication which resulted in the absence of information and a lack of understanding of the purposes of school district projects predicated a need for a communication segment in this project.

The community communication activity should be designed to open lines of communications between the school and community in order to better inform the parents of the activities and service available to their children and how they might take advantage of them and to provide methods by which parents can make their needs known to the school.

It is hoped that the reader will realize that this information represents a cross-section of attitudes and opinions that the community has toward the schools. Some of these attitudes may be true while others are false. It is the job of the administration to analyze and react to these attitudes if and as they desire. If a community believes something bad about a school it does not really matter whether it is true or false, the same results occur as far as the community relationship with the school.

FOREWORD

The tables in this report show a break-down of the 630 Home Interviews by Ethnic Group, Elementary School Zone and whether or not the people interviewed had children in school or not. The last column of each table gives the totals for each question and it's varied responses.

In each block of the tables there is a percent which is the quotient of the number of people in that column, who gave the response of that row, divided by the total number of people in that column who answered that question. The other number which appears in each block is the number of people who made that response.

The total percent of each column is not in all cases one-hundred. This is because each percent was rounded off to the nearest percent.

Following each table is a brief interpretation which has been prepared as a guide by the coordinator. This interpretation should not be the last word and the serious reader should draw his own conclusions from the data.

INTERVIEW CARD

FORT BEND INDEPENDENT SCHOOL DISTRICT

Date: _____ Home
Time: _____ A M N
Inter: A M N M W B

Community: _____
BR JO LV

1. Children
   Y N

2. Lived in F. B. I. S. D.
   10+ 2-10 2-

3. Rate Schools
   E G F P DNK

4. Visits
   Y N DNK

5. Would you like visits?
   Y N DKN

6. Who?
   T C A _____

7. Brought prob. to schools?
   _____
   _____

8. Would you take prob. to school? _____
   _____

9. Do you know of our new dress code and reduced price lunch program?
   How? _____

10. Do schools reach out enough to community?
    _____
    _____

11. Minority students:
    helped, but not as much
    helped more
    helped same
    not helped
    other _____

12. Are minorities given same opport. in school activities?
    Y N NS

13. Are minorities given same encouragement in academic subjects?
    Y N NS

14. Why don't minority parents take part in school activities?
    _____
    _____

15. Have the schools had more racial problems since intergration? _____

16. Will schools help child achieve goals? _____
    _____

17. Do you have any suggestions to make our schools better?

EXHIBIT VI

HOME INTERVIEW BREAKDOWNS

ETHNIC BREAKDOWNS

Anglo	349	55%
Mexican American	144	23%
Negro	137	22%
Totals	630	100%

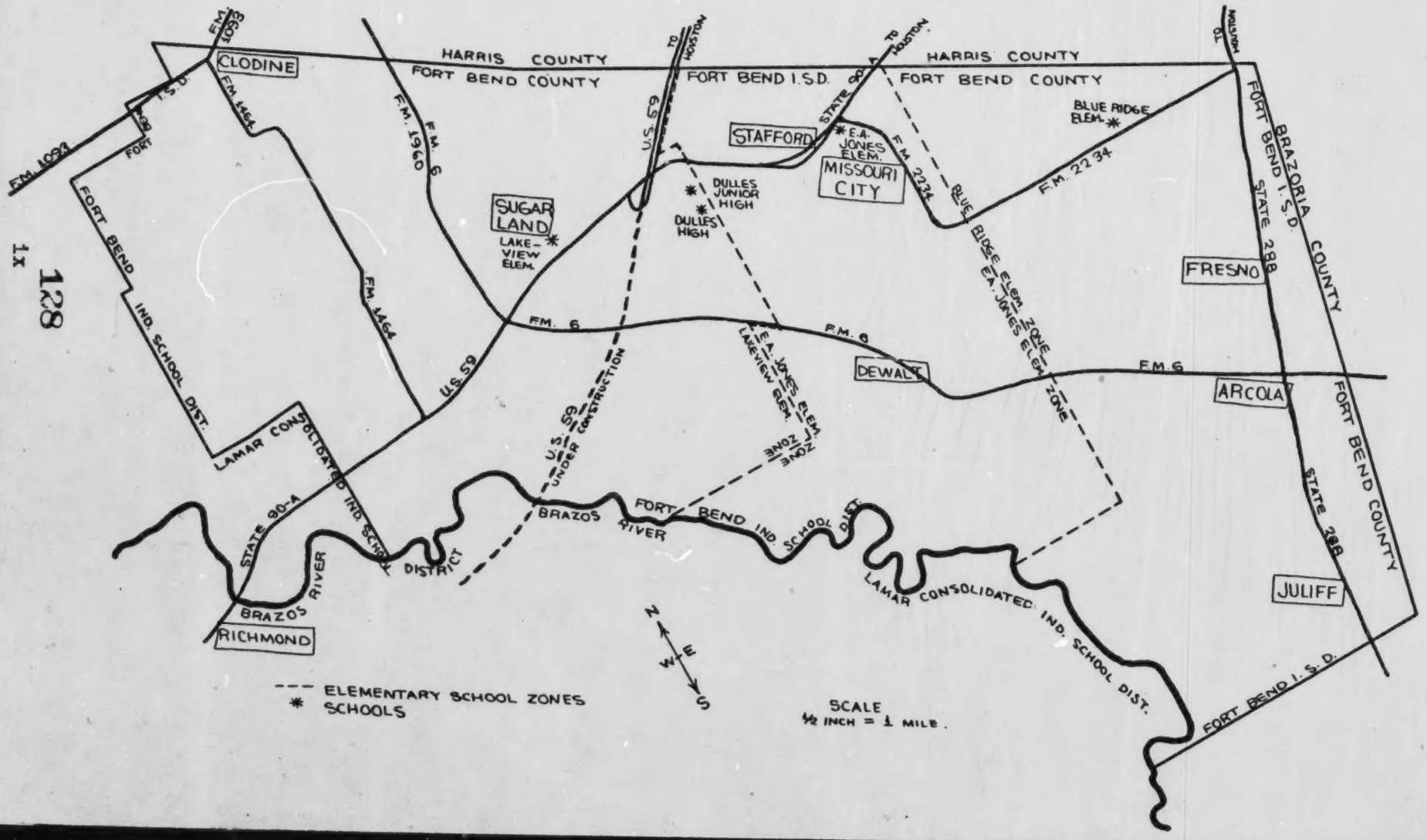
ELEMENTARY SCHOOL ZONE BREAKDOWN

Zone 1 (Lakeview Elementary)	270	43%
Zone 2 (E. A. Jones Elementary)	160	25%
Zone 3 (Blue Ridge Elementary)	200	32%
Totals	630	100%

BREAKDOWN OF THOSE WHO HAD SCHOOL AGE CHILDREN AND THOSE WHO DID NOT

Do have school age children	494	78%
Do not have school age children	136	22%
Totals	630	100%

FORT BEND INDEPENDENT SCHOOL DISTRICT
MAP SHOWING ELEMENTARY SCHOOL ZONES
(LAKEVIEW, E. A. JONES AND BLUE RIDGE)



1x

128

HOME INTERVIEWS

1. Do you have school age children?
   O yes
   O no

2. About how long have you lived in the Fort Bend Independent School District?
   O 10 or more years
   O 2-10 years
   O Less than 2 years

3. In your opinion, how do our schools rate?
   O excellent
   O good
   O fair
   O Poor
   O do not know

4. Has anyone from the schools ever visited your home?
   O yes
   O no
   O not sure

5. Would you like to have someone from the school visit your home?
   O yes
   O no
   O not sure

6. If you answered question 5 "Yes", who would you prefer visited you?
   O teacher
   O counselor
   O administrator
   O other

7. Have you ever approached anyone in our schools with a school problem or a personal problem? If you have, how were you treated?

   _____

   _____

   _____

8. Would you ever take a problem to one of our teachers, counselors or administrators?
   O yes
   O no
   O it depends on the problem
   O not sure

9. How did you first learn of our new dress code or reduced price lunch program?

_____

_____

_____

10. In your opinion, do our schools reach out enough to our community?

_____

_____

11. Minority students are:
    - O helped, but not as much as Anglo Students
    - O helped more than Anglos
    - O helped the same
    - O not helped
    - O other

12. Are minorities given the same opportunities to take part in school activities?
    - O yes
    - O no
    - O not sure

13. Are minorities given same encouragement in academic subjects?
    - O yes
    - O no
    - O not sure

14. In your opinion, why don't minority parents take a more active role in school activities

_____

_____

_____

_____

15. Have the schools had more racial problems since integration?
    - O yes
    - O no
    - O do not know
    - O same

16. Will our schools help your child achieve the goals you and he have planned for his future?

_____

17. Do you have any additional comment or any suggestions or complaints?

_____

_____

_____

_____

HOME INTERVIEWS

QUESTION 2

ABOUT HOW LONG HAVE YOU LIVED IN THE FORT BEND INDEPENDENT SCHOOL DISTRICT?
10 or more years
2-10 years
Less than 2 years

Purpose: This was our lead-in question which asked for a non-opinionated answer to help set the interviewee at ease and "break the ice". At the same time, it could be determined how old the school district's population is and where the major population changes seem to be taking place. (ethnic group and elementary school zone).

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
10 or more	31% 107	60% 86	85% 117	64% 174	49% 79	29% 57	48% 236	54% 74	49% 310
2-10	45% 157	27% 39	12% 16	21% 57	31% 50	53% 105	36% 177	26% 35	34% 212
Less than 2	24% 85	13% 19	3% 4	14% 39	19% 31	19% 38	16% 81	20% 27	17% 108
Totals	100% 349	100% 144	100% 137	99% 270	99% 160	101% 200	100% 494	100% 136	100% 630

The Negro population is the most constant in the school district. The Anglo population is the youngest percentage wise. If the current pattern continues, it is apparent that the ethnic breakdown of this year (approximately Anglo 54%, Mexican American 29% and Negro 17%) will change, and the minorities will become more of a minority in the district.

Blue Ridge apparently is the "youngest" zone in the district in terms of having less families which have lived in the district more than ten years.

QUESTION 3

IN YOUR OPINION, HOW DO OUR SCHOOLS RATE?
Excellent
Good
Fair
Poor
Do not know

Purpose: This question gave the interviewee a chance to give a general observation of their educational system, as they see it.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Excellent	28% 98	16% 23	4% 5	21% 55	16% 26	23% 45	19% 96	22% 30	20% 126
Good	52% 182	56% 80	37% 51	45% 121	60% 96	48% 96	53% 261	38% 52	50% 313
Fair	9% 32	22% 31	50% 69	25% 67	18% 28	19% 37	22% 111	15% 21	21% 132
Poor	2% 6	4% 6	9% 12	3% 9	3% 4	6% 11	4% 20	3% 4	4% 24
Do not know	9% 31	3% 4	-	7% 18	4% 6	6% 11	1% 6	21% 29	6% 35
Totals	100% 349	101% 144	100% 137	101% 270	101% 160	102% 200	99% 494	99% 136	101% 630

The Negroes seemed to be the most unhappy with the schools as 59% said the schools were either "Poor" or "Fair". The Anglo adults seem to be the happiest group with 80% rating the schools either "Good" or "Excellent". Also note that no Negro said, "Do not know" compared with 9% Anglo. Overall, most (70%) of the schools partons rated the schools "Good" or "Excellent". But at the same time one-fourth felt there was much room for improvement.

QUESTION 4

HAS ANYONE FROM THE SCHOOLS EVER VISITED YOUR HOME?
Yes
No
Not Sure
Purpose: This question was to determine the extent of home visits being made by school personnel.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Yes	29% 101	28% 41	55% 75	31% 83	26% 42	46% 92	40% 196	15% 21	34% 217
No	70% 244	72% 103	45% 62	69% 187	71% 114	54% 108	60% 297	82% 112	65% 409
Not sure	1% 4	-	-	-	3% 4	-	0% 1	2% 3	1% 4
Totals	100% 349	100% 144	100% 137	100% 270	100% 160	100% 200	100% 494	99% 136	100% 630

Although there are some visits being made, 65% said they never had been visited. Of the 34% who said they had been visited, many followed up by saying that visits were only made when their child had a discipline problem or a health problem, and they would like to hear from the schools under better circumstances sometimes.

QUESTION 5

WOULD YOU LIKE TO HAVE SOMEONE FROM THE SCHOOL VISIT YOUR HOME?
Yes
No
Not sure
Purpose: With this question it was hoped to get the feel of the community toward home visits by school personnel.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Yes	66% 232	83% 120	74% 102	66% 178	71% 113	82% 163	81% 398	41% 56	72% 454
No	28% 99	13% 19	14% 19	26% 69	23% 36	16% 32	15% 76	45% 61	22% 137
Not sure	5% 18	3% 5	12% 16	9% 23	7% 11	3% 5	4% 20	14% 19	6% 39
Totals	99% 349	99% 144	100% 137	101% 270	101% 160	101% 200	100% 494	100% 136	100% 630

Although there were a large number of Anglos who said they would not like home visits (most of these had no children), most (72%) said they would. The minority parents definitely want more home visits from school personnel and Blue Ridge parents agree. Eighty-one percent of those with children in school said they would like to have home visits.

QUESTION 6

IF YOU ANSWERED QUESTION 5 "YES", WHO WOULD YOU PREFER VISITED YOU?
Teacher
Counselor
Administrator
Other

Purpose: This question was to determine who would be most welcome in the home or whom the interviewee would rather see.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Teacher	61% 142	63% 75	51% 53	54% 94	62% 71	64% 105	62% 248	39% 22	59% 270
Counselor	10% 23	13% 15	24% 25	11% 20	16% 18	15% 25	14% 56	13% 7	14% 63
Administrator	14% 32	16% 19	18% 19	16% 28	16% 18	15% 24	14% 57	23% 13	15% 70
Anyone	15% 34	9% 11	6% 6	18% 32	7% 8	7% 11	9% 37	25% 14	11% 51
Non-school personnel	0% 1	-	-	1% 1	-	-	0% 1	-	0% 1
Totals	100% 232	101% 120	99% 103	100% 175	101% 115	101% 165	99% 399	100% 56	99% 455

As would probably be expected, most would rather see a teacher. As one interviewee put it, "I would rather see my son's teachers because they are the ones who are with him all day, and they know more about his problems and how he acts".

QUESTION 7

HAVE YOU EVER APPROACHED ANYONE IN OUR SCHOOLS WITH A SCHOOL PROBLEM OR A PERSONAL PROBLEM? IF YOU HAVE, HOW WERE YOU TREATED?

Purpose: This question was to gauge the communities attitudes toward the manner in which school personnel handle school visits by parents and interested citizens.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Yes	37% 115	27% 38	27% 37	34% 84	30% 45	31% 61	35% 167	21% 23	32% 190
No	63% 199	72% 103	73% 100	65% 162	70% 107	69% 133	65% 316	78% 86	68% 402
Not sure	- 	1% 2	- 	1% 2	- 	- 	0% 1	1% 1	0% 2
Totals	100% 314	100% 143	100% 137	100% 248	100% 152	100% 194	100% 484	100% 110	100% 594
*Satisfactory results	87% 45	82% 9	57% 4	83% 15	90% 27	73% 16	81% 50	100% 8	83% 58
Unsatisfactory results	13% 7	18% 2	43% 3	17% 3	10% 3	27% 6	19% 12	- 	17% 12
Totals	100% 52	100% 11	100% 7	100% 18	100% 30	100% 22	100% 62	100% 8	100% 70

*These responses are from the people who answered "yes" above. Note that many did not follow up here.

Thirty-five percent of those with children said they had taken a problem to someone on the staff of one of the schools. This is a very small number. It seems the Anglos take problems to school more often than other groups, if it is a school related problem.

Of the ones who had taken a problem to a school, 83% said they were satisfied with the results of their meeting. But notice that 43% of the Negroes said they were not satisfied, although this percent is misleading due to the fact that it represented only 3 people. Seventeen percent of all those interviewed said they were not satisfied.

QUESTION 8

WOULD YOU EVER TAKE A PROBLEM TO ONE OF OUR TEACHERS, COUNSELORS OR ADMINISTRATORS?

Purpose: This question was to discover the degree of confidence the community has in the ability and willingness of school personnel to help them solve school related problems.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Yes	85% 293	93% 130	89% 121	83% 220	88% 138	93% 186	93% 451	68% 93	88% 544
No	5% 17	6% 8	8% 11	8% 21	7% 11	2% 4	5% 23	10% 13	6% 36
It depends on problem	0% 1	-	-	-	1% 1	-	-	1% 1	0% 1
Not sure	10% 34	1% 2	3% 4	9% 23	4% 7	5% 10	2% 11	21% 29	6% 40
Totals	100% 345	100% 140	100% 136	100% 264	100% 157	100% 200	100% 485	100% 136	100% 621

The results of this question seemed to show that the community has a great deal of confidence in the ability and willingness of school personnel to help them solve school related problems. Only 6% (5% with children) said they would not take a problem to the schools.

QUESTION 9

HOW DID YOU FIRST LEARN OF OUR NEW DRESS CODE OR REDUCED PRICE LUNCH PROGRAM?

Purpose: This question was to help determine some of the existing channels of communication between the schools and the community.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Student - note from school	48% 182	62% 93	58% 69	48% 136	58% 97	56% 111	60% 318	23% 26	53% 344
Newspaper	11% 42	7% 10	3% 4	12% 33	10% 16	4% 7	8% 41	13% 15	9% 56
Radio	0% 1	1% 1	-	0% 1	1% 1	-	0% 1	1% 1	0% 2
Talking with friend	2% 7	2% 3	1% 1	2% 7	2% 4	-	2% 9	2% 2	2% 11
P. T. A.	-	1% 1	-	-	1% 1	-	0 1	-	0% 1
Did not know	39% 148	28% 41	38% 46	38% 109	28% 47	40% 79	31% 165	61% 70	36% 235
Totals	100% 380	101% 149	100% 120	100% 286	100% 166	100% 197	101% 535	100% 114	100%* 649

* There were some who gave two responses to this question.

Of the modes of communication, it seems the student bringing news from school by either word of mouth or note is the most often used method. Thirty-one percent of the people with children said they did not know of either item even though both items were less than ten weeks old at the time of the interviews. There is a breakdown in the school-community communications. It is interesting to note that the Mexican American interviewee was better informed of the two items than were the other two groups.

QUESTION 10

IN YOUR OPINION, DO OUR SCHOOLS REACH OUT ENOUGH TO OUR COMMUNITY?

Purpose: This question was to measure the patrons attitudes toward the role schools are playing in community involvement.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Yes	54% 180	44% 60	24% 32	44% 113	46% 73	46% 86	44% 212	50% 60	45% 272
Yes, but could do more	1% 4	-	-	-	2% 3	1% 1	0% 2	2% 2	1% 4
No	35% 116	53% 71	72% 97	48% 123	43% 68	49% 93	51% 244	33% 40	47% 284
Do not know	9% 31	3% 4	4% 6	8% 20	8% 13	4% 8	5% 22	16% 19	7% 41
Total	99% 331	100% 135	100% 135	100% 256	99% 157	100% 188	100% 480	101% 121	100% 601

*Need better communications with community	29% 2	-	-	14% 1	50% 1	-	22% 2	-	22% 2
Need drug education	14% 1	50% 1	-	29% 2	-	-	22% 2	-	22% 2
Need stronger P. T. A.	29% 2	50% 1	-	43% 3	-	-	33% 3	-	33% 3
More programs for average child	29% 2	-	-	14% 1	50% 1	-	22% 2	-	22% 2
Totals	101% 7	100% 2	-	100% 7	100% 2	-	99% 9	-	99% 9

*This shows the responses by some of those who answered, "No" or "Could do more" above.

According to the results, the parents of students do not think the schools are doing enough in this area. When one compares ethnic groups, it is noticed that the blacks (72%) definitely feel more should be done. The browns (53%) follow this lead but some what back (53%) while most whites (54%) feel the schools are doing enough (35% of the whites said the schools are not doing enough).

QUESTION 11

MINORITY STUDENTS ARE:
Helped, but not as much as Anglo Students
Helped more than Anglos
Helped the same
Not helped
Other

Purpose: Here it was hoped the findings would indicate a general community attitude toward the treatment of minority students in the schools.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Helped, but not as much	5% 17	29% 42	50% 68	22% 58	26% 41	14% 28	23% 111	12% 16	20% 127
Helped more	11% 39	1% 2	10% 14	12% 31	8% 13	6% 11	8% 37	13% 18	9% 55
Helped the same	64% 224	59% 84	31% 43	52% 139	49% 79	67% 13[illegible]	58% 284	49% 67	56% 351
Not helped	1% 4	7% 10	6% 8	3% 8	5% 8	3[illegible] 6	4% 18	3% 4	3% 22
Do not know	19% 65	3% 5	3% 4	12% 33	12% 19	11% 22	9% 43	23% 31	12% 74
Totals	100% 349	99% 143	100% 137	101% 269	100% 160	101% 200	102% 493	100% 136	100% 629

The Anglo (64%) and Mexican American (59%) interviewees, for the most part, answered that the schools help the minority the same, but only 31% of the Negro interviewees complied. Fifty-five percent of the interviewed Negroes answered that the minority child is helped but not as much or not helped at all.

QUESTION 12

ARE MINORITIES GIVEN THE SAME OPPORTUNITIES TO TAKE PART IN SCHOOL ACTIVITIES?
Yes
No
Not sure
Purpose: How does the community view the extent of opportunities given minorities in the schools?

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Yes	79% 274	59% 85	26% 35	62% 166	63% 100	64% 128	61% 302	68% 92	63% 394
No	6% 21	29% 41	54% 74	23% 62	22% 34	20% 40	23% 115	16% 21	22% 136
Not sure	15% 53	12% 17	20% 27	15% 41	15% 24	16% 32	15% 75	16% 22	15% 97
Totals	100% 348	100% 143	100% 136	100% 269	100% 158	100% 200	99% 492	100% 135	100% 627

In almost every category, the majority said that minorities are given the same opportunities as other students. The exception to this is the black response where only 26% said, "Yes" while 54% said "No".

QUESTION 13

ARE MINORITIES GIVEN SAME ENCOURAGEMENT IN ACADEMIC SUBJECTS?
Yes
No
Not sure

Purpose: Here it was hoped to find how the community views the role the teachers, in general, are playing in race relations and the method which the schools are dealing with the minority student?

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Yes	63% 219	57% 81	26% 36	50% 135	57% 91	55% 110	53% 263	54% 73	53% 336
No	9% 33	31% 44	52% 71	22% 58	25% 40	25% 50	25% 125	17% 23	24% 148
Not sure	28% 97	13% 18	22% 30	28% 76	18% 29	20% 40	21% 105	29% 40	23% 145
Totals	100% 349	101% 143	100% 137	100% 269	100% 160	100% 200	99% 493	100% 136	100% 629

In comparing questions 12 and 13, it is interesting to note that the community feels less sure of the schools when encouragement is compared with opportunity. Some who felt the opportunity was there did not feel the encouragement was there.

The responses for "Do not know" are large on this question - there are many doubts in the community in this area.

Although most adults think our schools are meeting their obligations in encouraging the minority child, there are many (52% of the blacks) who feel there is much room for improvement. The blacks definitely feel the schools are not encouraging minority children as much as Anglo children.

QUESTION 14

IN YOUR OPINION, WHY DON'T MINORITY PARENTS TAKE A MORE ACTIVE ROLE IN SCHOOL ACTIVITIES?
Purpose: This question was to determine reasons for the lack of minority participation in school activities.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Lack of time	14% 57	25% 47	23% 33	17% 56	19% 37	19% 44	19% 114	16% 23	18% 137
They are not accepted	10% 40	11% 21	35% 50	13% 42	13% 25	19% 44	16% 100	8% 11	15% 111
Apathy-they are not interested	15% 62	13% 24	1% 1	11% 36	15% 29	10% 22	11% 68	13% 19	12% 87
Financial Prob. - lack of transportation	8% 35	14% 27	17% 25	11% 36	13% 25	11% 26	12% 73	10% 14	12% 87
They are not informed of these activities	5% 22	3% 6	14% 20	6% 21	2% 5	10% 22	8% 46	1% 2	6% 48
Language difficulties and barriers	3% 13	15% 29	-	4% 14	11% 21	3% 7	6% 35	5% 7	6% 42
Lack of education	8% 35	2% 4	-	8% 27	4% 7	2% 5	4% 25	10% 14	5% 39
Shy - feel inferior	7% 28	4% 8	3% 4	9% 28	1% 2	4% 10	5% 30	7% 10	5% 40
They do not feel welcome	5% 22	4% 8	-	4% 12	5% 10	3% 8	4% 25	3% 5	4% 30
Cultural differences, don't identify with schools	3% 11	2% 4	-	2% 5	3% 6	2% 4	2% 10	3% 5	2% 15
They do take part as much as others	1% 6	3% 5	2% 3	2% 7	1% 3	2% 4	2% 14	-	2% 14
Do not know	20% 84	2% 3	2% 3	12% 38	12% 23	13% 29	9% 57	23% 33	12% 90
Miscellaneous	1% 5	2% 4	3% 4	1% 4	2% 5	2% 4	2% 11	1% 2	2% 13
Totals	100% 420	100% 190	100% 143	100% 326	101% 198	100% 229	100% 608	100% 145	101%* 753

* There were many who gave multiple response answers to this question.

Thirty-five percent of the black parents felt that they were not accepted when they tried to participate in school activities. Another 23% stated lack of time as a reason, while 17% related financial problems and lack of transportation. Fourteen percent said they are not informed of school related activities.

Continued on next page

Question 14 Continued

The Mexican American parent listed lack of time (25%), language barriers (15%), financial problems (14%) and parent apathy (13%) as reasons for non participation.

There are a large number in each ethnic group that said, "Minority parents are not accepted when they attempt to take part in school activities."

QUESTION 15

HAVE THE SCHOOLS HAD MORE RACIAL PROBLEMS SINCE INTEGRATION?

Purpose: Here it was hoped it could be learned how the community felt integration had worked in the school district as far as the students were concerned.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Yes	23%	38%	32%	30%	33%	24%	28%	31%	29%
	78	55	38	77	48	46	134	37	171
No	46%	34%	31%	40%	41%	39%	39%	43%	40%
	153	49	36	103	60	75	186	52	238
Same	16%	15%	35%	16%	13%	28%	22%	10%	19%
	54	21	41	42	19	55	104	12	116
Do not know	15%	13%	2%	13%	12%	9%	11%	17%	12%
	50	18	2	34	18	18	50	20	70
Totals	100%	100%	100%	99%	99%	100%	100%	101%	100%
	335	143	117	256	145	194	474	121	595

Grouping the "No" and the "Same" responses one can see that most adults in the community feel there have been no more racial problems since integration than before it. There are some, however, who feel there have been more problems. In fact 38% of the Mexican Americans and 32% of the Negroes said there has been more compared with 23% of the Anglos. Here it seems the minority parents are less satisfied (especially the Mexican American) than the Anglo with the way integration has come about in the district.

QUESTION 16

WILL OUR SCHOOLS HELP YOUR CHILD ACHIEVE THE GOALS YOU AND HE HAVE PLANNED FOR HIS FUTURE?
Purpose: This was a general question to determine the confidence of the community toward the schools.

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
Yes	86% 270	74% 102	42% 52	72% 170	74% 113	77% 141	75% 353	70% 71	74% 424
Yes, in vocational	0% 1	-	-	0% 1	-	-	0% 1	-	0% 1
Yes, but need improvement	0% 1	-	-	0% 1	-	-	-	1% 1	0% 1
No	6% 20	20% 28	34% 42	14% 32	18% 28	16% 30	17% 79	11% 11	16% 90
Not in basic skills	0% 1	-	-	-	-	1% 1	0% 1	-	0% 1
Not in math and science	0% 1	-	-	0% 1	-	-	-	1% 1	0% 1
Not in special education	0% 1	-	-	0% 1	-	-	0% 1	-	0% 1
Not until all students are treated equal	-	1% 1	8% 10	5% 11	-	-	2% 11	-	2% 11
Do not know	6% 19	4% 6	15% 19	8% 20	8% 12	7% 12	6% 27	17% 17	8% 44
Totals	98% 314	99% 137	99% 123	99% 237	100% 153	101% 184	100% 473	100% 101	100% 574

Eighty-six percent of the Anglos said the schools will help their children achieve the goals they had set for them. Only 6% who said, "No". Seventy-four percent versus 20% of the Mexican Americans felt the same way. But only 42% of the Negroes said, "Yes" compared to 42% who said, "No, not at present". This tends to enforce the belief that the Negro parent is not as satisfied with the present school situation as the Anglo. Perhaps on the following question we can get a notion of why.

QUESTION 17

DO YOU HAVE ANY ADDITIONAL COMMENT OR ANY SUGGESTIONS OR COMPLAINTS?

Purpose: This question gives the adults of the community a chance to express their attitudes toward the school.

		ETHNIC GROUP			ELEM ZONE			CHILDREN		
		Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
1.	Stop discrimination in discipline, grading and sports	4% 12	19% 26	24% 43	16% 40	13% 20	10% 21	14% 70	9% 11	13% 81
2.	Need better communications and parent participation	2% 5	13% 17	9% 16	7% 18	6% 10	5% 10	6% 30	7% 8	6% 38
3.	Need better counselors and guidance programs	5% 17	4% 6	4% 7	4% 10	10% 16	2% 4	6% 28	2% 2	5% 30
4.	Do a better job of screening teachers. Do not rehire those who do not perform their assigned duties	5% 15	8% 11	4% 7	7% 19	3% 4	5% 10	4% 21	10% 12	5% 33
5.	Need better administrators	10% 30	-	-	5% 13	8% 13	2% 4	6% 28	2% 2	5% 30
6.	The schools are doing a good job	6% 20	8% 11	-	2% 6	6% 9	8% 16	5% 24	6% 7	5% 31
7.	Buses are crowded, need more discipline on buses	4% 11	6% 8	7% 12	6% 15	-	8% 16	6% 28	3% 3	5% 31
8.	People should be informed on needs of schools so bonds could be passed for badly needed schools	8% 25	-	-	5% 12	5% 8	2% 5	4% 19	5% 6	4% 25
9.	Need free kindergarten for all	7% 21	3% 4	-	3% 7	4% 7	5% 11	4% 20	4% 5	4% 25
10.	Need neighborhood schools so students don't have to be bused so far - expecially elementary	3% 10	4% 5	6% 10	0% 1	2% 3	10% 21	3% 15	9% 10	4% 25
11.	Repair and air condition all schools	5% 17	-	4% 7	5% 12	5% 8	2% 4	4% 20	3% 4	4% 24
12.	More discipline is needed in schools	5% 16	5% 7	3% 5	4% 11	4% 7	5% 10	4% 19	8% 9	4% 28
13.	Need more minority teachers counselors, administrators and board members	-	5% 7	8% 15	5% 13	3% 5	2% 4	4% 21	1% 1	4% 22
14.	Dress code should be revised and inforced fairly	3% 8	3% 4	3% 5	3% 8	2% 3	3% 6	3% 17	-	3% 17
15.	More and better Special Education teachers - many M. R. Wood students are misplaced	2% 6	5% 7	2% 4	2% 4	4% 6	3% 7	3% 15	2% 2	3% 17
16.	Taxes should be equalized and everyone should pay	4% 13	1% 1	-	2% 6	1% 1	3% 7	2% 12	2% 2	2% 14
17.	P. T. A. is needed at Lakeview, junior high and senior high	4% 12	-	-	3% 8	1% 2	1% 2	2% 8	3% 4	2% 12
18.	The cafeteria food is poor	1% 3	2% 3	3% 6	2% 5	-	3% 7	2% 12	-	2% 12

Continued on next page

QUESTION 17 Continued

	ETHNIC GROUP			ELEM ZONE			CHILDREN		
	Anglo	Mex. Amer.	Negro	Lake View	Jones	Blue Ridge	Yes	No	Totals
19. There are too many students per class	3% 9	2% 3	-	2% 4	3% 4	2% 4	2% 8	3% 4	2% 12
20. Offer more vocational training and offer it earlier	2% 5	1% 2	2% 3	1% 3	3% 4	1% 3	2% 9	1% 1	2% 10
21. School Board should meet more often with parents and P. T. A.	2% 6	-	1% 2	1% 2	3% 4	1% 2	1% 7	1% 1	1% 8
22. Need recreation center in Arcola	-	-	4% 8	-	-	4% 8	1% 5	3% 3	1% 8
23. Have girls basketball	1% 2	-	3% 5	1% 2	3% 4	0% 1	1% 5	2% 2	1% 7
24. More concern with education & less with dress, hair, etc.	-	4% 6	2% 3	1% 3	1% 1	2% 5	2% 9	-	1% 9
25. P. T. A. should accept minorities more	-	-	3% 6	-	-	3% 6	1% 6	-	1% 6
26. Stop team teaching	-	-	3% 6	-	-	3% 6	1% 6	-	1% 6
27. Schools should mail important notices home	2% 5	-	-	1% 2	1% 2	0% 1	1% 5	-	1% 5
28. Coaches curse too much, discipline too much, & don't give everyone a fair chance to take part in sports	2% 5	-	-	2% 5	-	-	1% 5	-	1% 5
29. Teachers need more pay	1% 4	-	-	2% 4	-	-	0% 2	2% 2	1% 4
30. Be more discreet with who is on free lunch program	1% 4	-	-	-	3% 4	-	1% 3	1% 1	1% 4
31. Broaden curriculum and give junior and senior high students more of a chance to select what they want	1% 4	-	-	0% 1	2% 3	-	1% 4	-	1% 4
32. There is too much discipline	0% 1	2% 3	-	1% 2	1% 2	-	0% 2	2% 2	1% 4
33. *Miscellaneous	8% 26	2% 3	4% 8	8% 20	6% 9	4% 8	5% 24	11% 13	6% 37
Totals	101% 312	97% 134	99% 178	101% 256	103% 159	99% 209	102% 507	102% 117	102% 624

* A listing of these follows on page 20.

First, it is obvious that many minority parents feel there is discrimination in discipline, grading and sports with 24% of the Negroes and 19% of the Mexican Americans stating this. The minority parents feel there is definitely a need for better communications and parent participation in school affairs.

QUESTION 17 Continued

The Negro parents would like to see more minority teachers, counselors, administrators, and board members (8%), better bus service - less students per bus and more discipline on busses (7%) and neighborhood schools so elementary children don't have to be bussed so far (6%).

The Mexican American parents want better method for screening teachers and release of those teachers who do not have child's interest at heart (8%), better bus service (6%), more discipline in schools (5%), more minority teachers, counselors, administrators and school board members (5%) and better special education. They cited a need for more and better special education teachers and a more honest method of placing special education students (5%). Eight percent said, "The schools are doing a good job."

The Anglo parent said the schools need better administrators (10%), need to better inform community of school needs so bonds could be passed for badly needed schools (8%), need free kindergarten for all (7%), better screening of teachers and release of those who do not perform their assigned duties (5%), repair and air condition all schools (5%), need more discipline in schools (5%) and need better counselors and better guidance programs (5%). Six percent of these parents felt the schools are doing a good job.

QUESTION 17 Continued

The following list is an itemization of the miscellaneous (responses which were mentioned three or less times) from question 17.

34. Get better bus drivers.
35. Do away with required night classes.
36. Do away with Free Lunch Program.
37. Do away with computerized report cards.
38. Put sixth grade back in elementary school and ninth grade back in junior high.
39. Ability grouping is good.
40. Reduce tax rate.
41. Segregate schools.
42. School personnel act too busy to listen to parents.
43. Integration has hurt Negroes.
44. Students need more time to eat lunch.
45. Do away with grading system.
46. Help should be given students who want to play in the band but can not afford an instrument.
47. Do not transfer students out of classes in the middle of a semester.
48. Need more interest in and more publicity for A. F. S.
49. Bussing schedules are bad - some children get home too late.
50. Bilingual teachers are needed for first several grades.
51. Senior year should be more like college level work.
52. Cut back on homework for students.
53. Blue Ridge Elementary has too much noise, confusion and moving around.
54. Need courses in minority history and culture.
55. Need more adult classes (mechanics, welding, etc.).
56. Need sidewalks on Dulles Avenue.
57. Need better summer school program.
58. Need to return to the grade system rather than the level system.
59. Summer vacation is no longer long enough for students.
60. Sit children alphabetically.
61. Parent apathy is minority child's downfall.
62. Why punish child for speaking Spanish in school?
63. Teachers don't all dress properly (dresses too short, etc.).
64. Need a visiting day for parents to come to the schools and learn what subject, programs, etc. are offered students and in general become better informed.
65. Bookmobile for Fresno area.
66. Rotate teachers to different sections (high to low, etc.).
67. Need P. E. Program in elementary school.

HOME INTERVIEW

SUMMARY

Before reading this summary the reader should see the Introduction on page ii. Keep in mind as you read that this is not a detailed presentation, but simply a general interpretation of the interviews.

The school-community communications seem to be very poor in the Fort Bend Independent School District. Most of the communications in use seem to be through the students, either by note or word of mouth.

It was found that there are few contacts being made between school personnel and parents. Many of these who confirmed a visit said it was made in connection with a discipline problem and many of these expressed a desire to meet school personnel under better circumstances. Seventy-two per cent of those visited said they would like to have a visit from someone from the schools.

The parents in the district also feel the schools are falling short in their relationship with the community as 51% said, "The schools are not reaching out enough." Some suggestions that parents made in this area were: Stronger P. T. A., better communications with parents, and more drug abuse education.

Most people in the district seemed to think that the schools or the Fort Bend Independent School District are doing a good job at the present time. But it should be noted that this does not hold up when one looks at the Negro responses

where 59% said the schools were either "poor" or "fair," and 42% said, "The schools will not help their children achieve their goals for the future."

Overall, most of the patrons seem to feel that the minority child is treated the same as the Anglo child in the schools. But the Negro adults do not agree with this as they definitely feel that their children are not treated the same. This feeling was carried over to the question on parent participation (question 14) where the largest response from Black parents (35%) was, "Minority parents are not accepted when they attempt to take part in school activities."

Actually there is an element in each group which feels that minority parents are not accepted when they try to take part in school activities. This, in fact, was stated by 15% overall.

Fifteen percent of the Mexican American parents said that language difficulties kept many minority parents from participation in school activities, while 15% of the Anglos said, "Apathy - not interested" was the main reason.

Fifty-nine percent of those interviewed said there has been no more racial problem since desegregation than before it. But thirty-eight percent of the Mexican Americans, 32% of the Negroes and 23% of the Anglos said there has been more.

Many minority parents feel that there is discrimination in discipline, grading, and sports. The minority parents feel there is a need for better communications between school and home and better parent participation in school affairs. Also they feel a need for more minority teachers, counselors and administrators.

Many Anglo parents would like to see better administrators and better preparation for passing bonds for badly needed schools. Anglo, Mexican American and Negro alike felt there is a need for better teachers who have the child's interest foremost and the release of those teachers who do not perform their assigned duties properly.

In general, it seems the Fort Bend Independent Schcol District does have much room for improvement in the opinion of many adults in the district. A large number of minority patrons feel there is racial discrimination to a significant degree and they are concerned about it.

Perhaps many of these patrons do not have the total picture and the situation is not as bad as it seems to them. The fact remains that many do believe that there is discrimination against their children. If there is not, an effort should be made to correct their misconceptions so that they will gain confidence in the schools, passing it on to their children which in turn will encourage their children to respond with a more positive attitude toward the schools.

Naturally, if the opinions of these parents are found to be true, it is important that these faults be dealt with in the most effective way possible.

IMPLEMENTATION OF ACTIONS

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NEWS PAGE

A well-done centrally produced newspage can serve an extremely valuable purpose in keeping parents and the public informed. The community has expressed a desire for more and better information about the school district than they are currently getting from the mass media. Increased media coverage of school activities other than athletics is needed. Since no single newspaper reaches all communities in the district the school itself will have to assume responsibility for providing this information.

A plan of action was worked out, with the cooperation of the centrally located public relations person, to produce a newspage. Working together to produce the design and format, of this endeavor, we succeeded in the outcome of a single printed page concerning school activities. It is designed to inform parents of the educational opportunities and programs available to their children in the district. These pre-written items will include information of the academic programs, vocational programs, services and extracurricular activities available within the school district.

Minority group representatives in the community have indicated that a more frequent and understandable form of communication is needed. Since this has been a problem in this ever expanding and growing district, the newspage as a vehicle to promote more frequent and explict communication seems to be one plausible solution to the problem.

The PR person has established various contacts throughout the district in order to keep a continuous flow of information going into the newspage. Contacts were made in each school first through the principals and assistant principals. Then secretaries, team leaders, teachers and counselors were included.

The administrative staff, located in the administration building, was an excellent source for beneficial material.

Within a short time of the establishment of the newspage, various teachers within the district began contacting the PR person with possible news items—an excellent and time-saving source for articles.

The Fort Bend District Newspage is being carried out through a single page of news. The newspage is printed bi-monthly on every other Wednesday in the Fort Bend Mirror, the local newspaper.

An additional 5,000 copies are distributed to reach non-subscribers of the Mirror. Copies have been placed in the elementary schools. Using the tax rolls, copies are mailed to a number of citizens. Additional copies have been made available in local supermarkets and businesses.

To evaluate and determine the effectiveness of the newspage, I devised a questionnaire to survey the opinion of the public and determine the effectiveness of the information vehicle. After six months of publishing the newspage, it was felt that the public's

response to the information and necessary revisions of the page were necessary in order to improve future communications.

The Parent Survey questionnaire was mailed to every tenth parent on the print out of parents of children in Fort Bend I. S. D. The questionnaire was included on a newspage in the month of October. Parents were requested to state their views and opinions as to whether they have been sufficiently informed as to what is being done in the school district and return them to my office.

The questionnaire was designed to determine whether the pages were read by the parents, whether the page was read in The Mirror or as a supplement handout brought home by the children, their evaluation of the page of news, whether it should be continued and did they feel it adequately informed them.

In the tables that follow each block contains a percentage which represents the quotient of the number of parents in that category who gave that response divided by the total number of parents in that category who answered that question.

Following the tables is a listing of the comments and suggestions that were made by parents on the survey cards.

If we are going to make it convenient for people to get this information we have to know something about their habits. This information about their habits was to be derived from survey.

A school telephone listing was included to give the public an opportunity to inquire further about questions they might have after reading the news release.

Since the response of the mail survey of the newspage was very disappointing, we placed a copy of the survey in each personnel's pay check envelope. In general, mail surveys seem to be returned by individuals who are either very pleased with the way things are going or by those who never agree with school policies. People in the middle of this continuum rarely respond. It is very difficult to get the minority to respond.

Since surveys and opinion polls are good ways to gain insight into a community's feelings toward the school system. To further facilitate the process a vehicle to serve as an information feed back system will be used.

The vehicle an information return plan is called Inforet. The program will provide Fort Bend Independent School District with a continuous reading on community attitudes and will indicate how much or how little the various segments of the public know about the schools. Inforet can be an authoritative and timely indicator of public opinion. The proposed Inforet Program will be scheduled for nine months.

The program gains the enthusiasm of volunteers, the experience and knowledge of professionals, and the resources of a sophisticated data processing system to give the administration the information

they need to set policies and practices that the community will support.

The system uses volunteers chosen for interest in their district to poll by telephone selected individuals concerning certain issues. The poll results will be analyzed by the Region IV Service Center for the price of computer time and materials. Included in the service is assistance in design of the survey and advice from professional consultant specialists in technical fields. The cost for the district to have a continuous survey program that asks questions for a school year is approximately $2,000; a single poll costs about $250. Inforet gathers, analyzes (by means of a computer) and reports information within one month.

The critical missing link in school community relationships is "feedback". All school districts receive some feed back--parents telephone the principal but this information never gets to the central administration for policy feedback on administration purposes. The editor of the school newspaper will get letters relevant to the schools, but again from a self-selected few in the community. Then, of course, there are the parental responses at PTA meetings, neighborhood advisory committees, a few expressions "against" or "in favor of" at the board meetings, and probably most persuasive of all, the response in the voting booth. None of these compare favorably with a skillfully managed poll.

The use of trained volunteers as interviewers does more than keep Inforet's costs at a minimum. A more valid reason for using volunteer interviewers is the opportunity the interviewing provides members of the community to become involved in an important function of their school district. The twenty women involved would become so knowledgeable about school issues that they can be a valuable communications medium in and of themselves.

Face to face interviews when the group to be sampled can be easily reached will not be excluded. No mail surveys will be used because of limited response in the recent newspaper survey.

Most of the Inforet polls require no more that fifteen hours of work by a single interviewer to produce 95 parents of school children, the sample is drawn from school records that list home telephone numbers. Voter registration lists can be used when attitudes and opinions of the decision-making public are in question.

This plan, hopefully, will resolve the problem encountered with the weak response from the newspage mail-in survey.

The cross-section selection of responses should better balance the survey and offer more over-all validity to the results.

By careful analysis of the results of the Inforet Program other areas of emphasis not previously considered may be brought to light and the opportunity to provide more indepth coverage will be utilized.

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Public Information Officer

Position Description

The Public Information Officer, as an integral part of the total educational enterprise of the Fort Bend Independent School District, shall strive, within the area of his particular responsibilities, to enhance the communication concepts and expand the activities leading to more effective interpretation of the objectives, accomplishments, problems, and needs of the Fort Bend Independent School

Duties

(1) He shall carefully identify the various publics served by the District; he shall plan effective programs of communication to meet these needs.

(2) He shall be the clearinghouse for all public information concerning the District.

(3) He shall utilize the growing number of resources and techniques of proven value in the field of public information.

(4) He shall make regular releases of education information to the news media.

(5) He shall serve as spokesman for the District when special announcements are to be made to the general public through available media.

(6) He shall represent the District at public functions; he shall speak, when invited, on its behalf at gatherings such as civic clubs, parent-teachers organizations, or churches.

June 20, 1974

TO ALL PRINCIPALS:

The following is a schedule of publication dates for the school news page during the 1974-75 school session.

Following each publication date is a deadline for getting information to me regarding an article.

I hope this schedule will be of some help to you and I certainly hope to hear from you anytime you have an item for the school news page.

I have certainly enjoyed the cooperation I received during the past year and will look forward to working with each of you during the coming year.

Gwen Stewart

Publication Dates	Deadline
July 3, 1974	June 26, 1974
July 24, 1974	July 10, 1974
August 7, 1974	July 31, 1974
August 21, 1974	August 14, 1974
September 4, 1974	August 28, 1974
September 18, 1974	September 11, 1974
October 2, 1974	September 25, 1974
October 16, 1974	October 9, 1974
October 30, 1974	October 23, 1974
November 13, 1974	November 6, 1974
November 27, 1974	November 20, 1974
December 11, 1974	December 4, 1974
No publication Dec. 25 due to holiday	
January 8, 1975	January 2, 1975
January 22, 1975	January 15, 1975
February 5, 1975	January 29, 1975
February 19, 1975	February 12, 1975
March 5, 1975	February 26, 1975
March 19, 1975	March 12, 1975
April 2, 1975	March 26, 1975
April 16, 1975	April 9, 1975
April 30, 1975	April 23, 1975
May 14, 1975	May 7, 1975
May 28, 1975	May 21, 1975
June 11, 1975	June 4, 1975
June 25, 1975	June 18, 1975

Fort Bend Independent School District

ADMINISTRATIVE OFFICE

500 DULLES AVENUE
STAFFORD, TEXAS 77477

PHONE AREA CODE 713
494-3151

Dear Parent:

The Fort Bend Independent School District has been publishing a school news page since April 17, 1974. The page has appeared every other Wednesday in the Fort Bend Mirror, and has been sent home with elementary school children to insure that parents who do not subscribe to the Mirror have an opportunity to see the news.

At this time we are conducting a survey to determine the effectiveness of the page to date. We will appreciate your cooperation in completing the enclosed card and mail it to the administration building, or returning it to your child's school principal. The card is self-addressed.

The questions are self-explanatory and will aid us in determining what course to take in satisfying the the informational needs of parents in future pages.

Your cooperation in this matter will be greatly appreciated.

Sincerely yours,

Gwen Stewart
Editor

PERSONNEL QUESTIONNAIRE

TO ALL SCHOOL PERSONNEL:

Please complete the following questionnaire regarding the school news page. _____.

Did you read the school news page: In The Mirror _____ As a School Handout _____ Both _____.

How do you rate the school news page: Excellent _____ Good _____ Fair _____ Poor _____.

Check those of the following that apply to you:

_____ I have read all of the school news pages.
_____ I have read some of the school news pages.
_____ I scan the school news page.
_____ I read the school news page thoroughly.
_____ I have never seen the school news page.

Would you like to see the school news page continued: Yes _____ No _____.

I have worked in the district _____ years _____ months.

How would you improve the school news page? _____

_____

What article or series of articles was most informative to you? _____

_____

Please return to Gwen Stewart at the administration building by Friday.

PARENT'S QUESTIONNAIRE

DEAR PARENTS:

Please complete the following questions regarding the school news page.

Did you read the school news page: In the Mirror _____ As a School Handout _____ Both _____.

How do you rate the school news page: Excellent _____ Good _____ Fair _____ Poor _____.

Check those of the following that apply to you:

_____ I have read all of the school news pages.
_____ I have read some of the school news pages.
_____ I scan the school news page.
_____ I read the school news page thoroughly.
_____ I have never seen the school news page.

Would you like to see the school news page continued: Yes _____ No _____.

I have lived in the district _____ years and _____ months.

I have _____ children in school in this district.

How would you improve the school news page? _____

_____

What article or series of articles was most informative to you? _____

_____

I. Total Surveys Distributed and Returned

	Anglo	Mexican American	Negro	Oriental	District Personnel	Total
Distributed	364	87	39	2	791	1, 283
Returned	36	2	0	0	136	174
% Returned	.1%	. .02%			17%	13%

II. Source of School News Page

	Anglo	Mexican American	Negro	Oriental	District Personnel	Total
School Handout	6-12%	0	0	0	43-88%	49
The Mirror	11-26%	1 - .02%	0	0	31-72%	43
Both	16-25%	0	0	0	49-75%	65

III. Rating of Information

	Anglo	Mexican American	Negro	Oriental	District Personnel	Total
Excellent	11-20%	0	0	0	44-80%	55
Good	19-20%	1-.01%	0	0	74-79%	94
Fair	2-20%	0	0	0	8-80%	10
Poor	0	0	0	0	0	0

IV. Number of Pages Seen

	Anglo	Mexican American	Negro	Oriental	District Personnel	Total
Read All	16-17%	1-.01%	0	0	75-82%	92
Read Some	13-28%	0	0	0	33-72%	46
Scan	6-27%	0	0	0	16-73%	22
Read Thoroughly	11-27%	0	0	0	30-73%	41
Never Seen	3-21%	1-.07%	0	0	10-72%	14

V. Desire to Have Page Continued

	Anglo	Mexican American	Negro	Oriental	District Personnel	Total
Yes	34-22%	1-.006%	0	0	121-77%	156
No	0	0	0	0	3-100%	3

VI. Length of Time Employed or Resident of the District

	Anglo	Mexican American	Negro	Oriental	District Personnel	Total
1 - 5 Years	27-27%	0	0	0	74-73%	101
6 - 10 Years	4-13%	0	0	0	28-87%	32
11 - 15 Years	4-25%	0	0	0	12-75%	16
16 - 20 Years	0	0	0	0	12-100%	12
21 - 25 Years	1-14%	0	0	0	6-86%	7
Over 25 Years	0	2-100%	0	0	0	2

VII. Number of Children

	Anglo	Mexican American	Negro	Oriental	Total
1	8-100%	0	0	0	8
2	19-100%	0	0	0	19
3	6-75%	2-25%	0	0	8
4	2-100%	0	0	0	2
5	1-100%	0	0	0	1

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VIII. Suggestions for Improvement and Remarks

Make it more about the children, more about what the children do in school.
Add lists of honor rolls.
More emphasis on group activities of each level, elementary, junior high and senior high.
Have information about what student organizations are doing.
Expand to include more coverage--high school and junior high.
Publish school board agenda and thorough coverage of school board meetings.
Keep up the good work, all is ok--keep everyone up to date with What's Happening.
I would like to see more regarding the academic aspects of the schools activities. Sports and 4-H and etc. are fine but not primary functions of schools.
Get it to all parents.
Just keep reporting.
Increase the number of pages and put more of the school activities in.
Just keep up the good work you are now doing. Thanks for your effort and time.
I think the news page is just fine.
More emphasis on events and projects of the students themselves.
More from M. R. Wood.
More elementary news.
More school news.
More news about student academic achievements.
Focus on specific information, opportunities, requirements, etc.
Print the minutes from the board in the paper.
More serious information concerning the district, less elementary school crayola-wielding.
Promote adult basic programs, etc.
Just continue it.
More articles on curriculum.
Fine as is.
Make it two pages.
Encourage participation in the various school units.
No improvement--good as is.
Have more news and information of what is to happen.
Equalize news stories from each school.
More Lakeview news.
Two pages instead of one so there could be more activities reported.
Coverage of all schools, not just certain ones.
More information about the activities of the individual schools.
Fine as it is.
I think it is great.
More pictures of the children.
Post it on public bulletin boards in grocery stores, etc.
Include all areas in spotlighting teachers.
Cover more elementary news.
More current news, articles about proposed or needed changes, improvements.

VIII. Suggestions for Improvements and Remarks, Continued

More pictures and information on what children are doing.
Better coverage for all schools.
By representing all of the schools in the district.
The more pictures the better.
More pictures and events.
Print all news handed in.
People like to look at pictures, please use more.
May be improved with more pictures of students involved in various projects.
More about the children's special activities and projects.
More information on dates of holidays, report cards, etc. for parents.
News about classroom teacher, primary and intermediate happenings.
More information on children's activities.
Include more news from all schools and departments, add more pages.
Larger school calendar.
More pictures and news of students.
More information.
Equal coverage to all the schools, not just a few.
Increase the coverage, I find it very interesting to know news from our schools.
Gossip column.
First of all I would improve the pictures: faces would have the hair and neck showing and a little space around them.
More articles and more pages.

IX. Articles or Series of Articles that Was Most Informative

Achievements of different departments and personnel.
I've been interested in programs and personnel of other elementary schools.
High school news and the write ups and pictures of personnel.
Career.
Interesting new programs offered in different schools.
The series on school personnel. Most of the pictures were horrible, but it was interesting and a good service to other personnel and parents.
The facts on a particular item.
Introduction to people in the district.
Those about the teachers and the children's awards.
Articles about kids.
All.
None in particular.
I enjoyed it all. The balance is good.
All were informative.
Those that apply to elementary school.
What's Happening and articles dealing with the different programs.
Seeing personnel (as administrators, nurses, speech therapists, etc.) also new programs begun.
Articles on various groups of personnel.
Articles and pictures of the faculty and staff, also the What's Happening column.
The special people--pictures.
I feel very informed after reading the school news.
Open houses and notices about other schools.
Interviews.
I enjoyed all of the articles I read.
Dates of activities in the school such as open house, etc.
News about student involvement.
It wal all informative.
Pictures and information about school personnel. I like to see and know about other teachers in the district.
What's Happening.
General district communication.
Children's articles.
Feature articles on personnel.
Pictures and articles about school district personnel.
Information on various special service personnel.
Articles that explain and publicize school programs and activities.
I like the calendar.
All of the articles were informative--especially liked the administrators, principals, counselors, etc.

IX. Articles or Series of Articles that Was Most Informative, Continued

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Elementary news.
Supportive staff.
Pictures and information concerning administrators--the number who are not certified.
Articles about Lakeview.
Special articles on personnel of district.
Those on special education.
Four-year plans and counseling and scheduling information.
Enjoyed all articles.
Editorial.
All good.
Board and administrative decisions.
The articles on the kids in each school.
Concerning the activities of the children.
Educational programs available to students.
Good articles on career school, special education, programs, etc.
None.
What's Happening.
Anything about elementary school (Lakeview) at this time.
Elementary news and school board decisions.
Ofjectives and difficulties of school district in general.
The articles about the upcoming holidays were the most informative to me.
All articles were equally informative to me. I like to know everything that concerns my children.
The articles that pertain to the children.
Those giving schedules and notices of events.

NEWSLETTER

A key part, if not the most important part, of the school communications program is sound internal communication. Every school administrator wants good staff morale—and many studies indicate that good morale is directly dependent on the effectiveness of the district's two-way communication efforts. To effect internal communication in Fort Bend ISD the use of a newsletter has been started.

If every employee feels the school is his school, he will want to improve it. To establish the "our school" feeling, the administration must inform employees about almost everything going on in the schools that affect them.

Teachers are the most important part of a school's public relations program. Teachers who do an excellent job in the classroom and who know what is going in the district convey a favorable impression to the people they meet. The teachers can better inform their students who then take such information home to their parents. Every effort must be exerted to communicate constantly with all teachers.

The newsletter should be the communication vehicle from the superintendent of schools to all employees in the district. The public relations director will be responsible for the newsletter which will be published during the week of the board meeting.

The newsletters are distributed to each school in the district and it is the school principal's responsibility to place a copy in each employee's mailbox.

Through the newsletter, the employees can be better informed about the district's accomplishments, needs, plans and problems so they will be sources of complete, factual information to all who come in contact with them. The faculty is encouraged to try innovative ideas and to share their successes in the newsletter. The newsletter should indicate that the administration recognizes the classroom is where the action is.

The newsletter provides a wrap-up of the school board's actions earlier in the week, curricular and personal happenings. Staff members are encouraged to make direct reports on events with which they are concerned.

A well-written newsletter will be accepted as a good internal communication vehicle between the central staff and the faculty if it includes information perinent to the employees, omitting insignificant information, and if the publication is not used as a propaganda vehicle. System-wide newsletters definitely can have a place in an overall communication program, provided they are written with the objective of providing relevant and interesting information to employees throughout the district.

How much better are publications that emphasize students rather than the board and the administration...that describe and explain new courses and programs...that recognize the accomplishments of students and staff...that interpret the results of experiments and innovations...that explain the significance of major board policy decisions...that talk candidly about accomplishments and disappointments, plans and difficulties.

Since it is the content, and the way it is presented, that counts, the choice of the person to do the publication writing is of some considerable importance. A real ability with words, perhaps a little flair, and an ability to objectively assess the needs and interests of the public and employees, are key factors in determining how well a publication actually communicates with its would-be readers.

The school district should have its own publications, because in the final analysis, these are the only ones that it can absolutely control.

NEWSLETTER

EVALUATION

Following the first issue, each building principal asked the opinion of his faculty. The publication appears to interest a wide range of the faculty. Teachers, principals and department heads expressed interest in sharing news through the staff publication.

In the first issue, the curriculum coordinator wrote an article on Individualized Instruction and he would provide a workshop on the topic if enough interest was shown. Following the publication of the newsletter, more than one hundred faculty members signed up to take part in the workshop concerned with individualized instruction. After publication, the media center figures showed both increased use of the library and a large number of visitors.

Other than the action take in the preceding section and since only one edition has been published, I am unable at this time to make a complete evaluation of the newsletter. I have put together an evaluation questionnaire that I will use in December. The evaluation form will be placed with the December 16 paycheck. In this way, it can be assured that the questionnaire reaches all personnel. Hopefully, by using this method of dispersion a high rate of return will be realized.

The questionnaire should be returned to the grade principal by December 20. Each grade principal is responsible for a complete feedback and his office can maintain a checklist and as they are returned the names are checked off. The PR person will collect

the data. Plans will be made to publish results of each questionnaire and report on what the system plans to do with the results.

Hopefully, the questionnaire will sound out readers about their reactions to the newsletter and their suggestions for changing it. The newsletter questionnaire might provide data for the administration and school board that are helpful in shaping new policies and programs.

Faculty & Staff Newsletter

Publication Survey

We are evaluating the school-wide faculty and staff newsletter. Your feedback will help us determine the effectiveness of the newsletter format, as opposed to other communication channels.

Would you please take just a minute to answer these questions and return this form to us in the attached self-addressed, pre-paid envelope? Thank you.

- -

1. An important factor in any publication is its overall appearance. If it looks attractive, people are more likely to read it. In light of our very limited budget, how would you rate the newsletter on appearance?

   _____ quite attractive
   _____ about average
   _____ not attractive at all

   Comments: _____

2. We send a batch of newsletters to each school for local delivery. How effective is this method to you?

   _____ I always get a copy
   _____ I can get a copy if I want one
   _____ I sometimes see a copy
   _____ I have never seen these newsletters before now

   Comments: _____

3. Assuming you have read the newsletter, how would you rate it in terms of informing you about curricular and personal happenings.

   _____ very useful
   _____ Moderately useful
   _____ not useful at all

   Comments: _____

4. Assuming you have read the newsletter, how would you rate them in terms of informing you about activities of the schools in Fort Bend ISD.

_____ Very useful
_____ Moderately useful
_____ Not useful at all

Comments: _____

5. How thoroughly do you read the newsletter?

_____ I read most of every issue
_____ I read some of every issue
_____ I skim an occasional issue
_____ I never read them

6. What kinds of stories or subjects should we report on more?

_____

_____

7. What subjects would you like to see less of?

_____

_____

8. The chief purpose of our newsletter is to report on school board meetings. As a result of reading the newsletter:

_____ My knowledge of the school board activities has increased significantly
_____ My knowledge of the school board activities has increased somewhat
_____ My knowledge of the school board activities has not changed.

9. A printed newsletter is one useful communication channel, but there are others. Which of the following would be most appropriate for us to disseminate information to you about schools? Rank your top three choices by placing 1st, 2nd and 3rd beside your preferences.

_____ a newsletter
_____ a brief videotape (TV) documentary
_____ a listing of services accessible on a computer teletypewriter
_____ a printed Directory of Services
_____ a personal slide/tape presentation at your school building
_____ a district-wide "show and tell" meeting

10. Your position? (check one)

_____ Board member
_____ Central office staff (asst. superintendent, supervisor, director)
_____ Principal
_____ Classroom or resource teacher
_____ Professional support personnel (counselor, nurse, librarian)
_____ Auxiliary staff (clerk, secretary, teacher aide)

HUMAN RELATIONS

In Houston, we educators have had a series of inservice programs on human relations. We have learned to understand and accept individuals whose cultural backgrounds are different from our own. We have learned to recognize such roles as dominance, gatekeeping and peace making in groups. Monies were spent to bring to us highly respected speakers.

Progress can be made if we increase our awareness and our efforts.

We hope that out inservice programs on Human Relations sensitized all teachers and administrators to the pervasive and subtle forms of racial discrimination being practiced in our schools.

INTRODUCTION

The Human Relations In-service Program was presented to help our school personnel better understand teacher behavioral skills which are necessary to achieve success in teaching different ethnic groups. The program consists of an introduction and five training sessions which are termed modules. The modules are: Prejudice, Communication, Stress, Motivation, and Games.

A group of five personnel from each campus area was selected by their principal to be trained as presenters. For most areas this group was composed of an assistant principal, counselor and three classroom teachers. As far as possible each group had representatives from the three ethnic areas.

These twenty-five presenters attended a four day training session, February 11, 12, 15 and 16 conducted by personnel from Applied Management Research. The purpose of this training session was to familiarize the presenters with the material and to become aware of techniques to aid them in presenting the material to their respective faculties.

Each team of presenters returned to their respective campuses and on January 26, the first three modules were presented during an all day in-service meeting. The remaining two modules were presented at different times and dates on each campus. This was necessitated by there not being another in-service day available this school year.

After presentation of the last module each participant was asked to anonymously complete an evaluation of the program using a prepared number of statements. (There are samples included in this report.) A space was provided at the end of these statements for any comments, suggestions, etc. that he might wish to make.

The following report is a tabulation of the answers to the statements by campus area and a district total. It also contains comments that were made by participants from each campus area.

The evaluation results indicate a strong positive response by the elementary school participants. There were a number of strong negative responses by the secondary participants but the overall response by this group was positive. Overall the responses by the participants gives the program a favorable evaluation.

Approximately 17% of the participants submitted a written comment.

HUMAN RELATIONS

Evaluation of Inservice

To plan improved in-service sessions, we must know what people liked about the one just completed. This will enable us to start planning the next one the same day the first one is over.

To achieve as much objectivity as possible, the curriculum director was responsible for evaluating the program, instead of the director of the human relations program.
We sought specific answers in the form of multiple-choice questions asking for ratings of cluster leaders and sessions, including open-end questions that encouraged participants to suggest ways Human Relations programs could be improved.

After tabulating evaluation information we made it available to all who helped plan the program. Those responsible for future programs were made aware of this information so they could implement some of the better suggestions.

It is a real morale builder for any employee to see something he suggested put into effect. He will tell his friends, and they will be quicker to make suggestions because they will be confident that somebody is listening.

It is apparent from the opinion survey that information about the school is needed and it is apparent that public relations is an area that needs to be developed.

HUMAN RELATIONS IN-SERVICE PROGRAM
EVALUATION FORM

In an effort to help provide a meaningful and useful evaluation of the program which has been conducted, you are being asked to react to the following statements.

Carefully consider the statement and then check the point on the scale below which most nearly represents the degree of your agreement or disagreement.

1. Every member of the group had an opportunity to contribute to the discussion.
strongly agree____agree____no opinion____disagree____strongly disagree____

2. Every member contributed to the discussion.
strongly agree____agree____no opinion____disagree____strongly disagree____

3. The discussions were oriented towards decision making, whenever applicable.
strongly agree____agree____no opinion____disagree____strongly disagree____

4. There was an atmosphere of friendly cooperation especially when conflicting points of view were expressed.
strongly agree____agree____no opinion____disagree____strongly disagree____

5. There was a feeling of progress toward common goals.
strongly agree____agree____no opinion____disagree____strongly disagree____

6. I felt free to express my views even though everyone did not agree with them.
strongly agree____agree____no opinion____disagree____strongly disagree____

7. I gained some new insights and understanding of different cultures as a result of the discussions.
strongly agree____agree____no opinion____disagree____strongly disagree____

8. The discussions helped me to clarify my thinking on some cultural similarities.
strongly agree____agree____no opinion____disagree____strongly disagree____

9. The discussions helped me to better recognize student problems brought about by cultural backgrounds.
strongly agree____agree____no opinion____disagree____strongly disagree____

10. Group members expressed their actual feelings and thoughts when cultural issues were being discussed.
strongly agree____agree____no opinion____disagree____strongly disagree____

11. I expressed my actual feelings and thoughts when cultural issues were being discussed.
strongly agree____agree____no opinion____disagree____strongly disagree____

12. At the start of the program, I felt I could talk openly with teachers of other ethnic groups.
strongly agree____agree____no opinion____disagree____strongly disagree____

13. I learned some cultural characteristics about group members of other races which helped me to understand them and their viewpoints better.
strongly agree____agree____no opinion____disagree____strongly disagree____

14. As a result of the program, I feel I can talk more openly with group members of other races.
strongly agree____agree____no opinion____disagree____strongly disagree____

15. I feel I am more aware of other people's views as a result of the program.
strongly agree____agree____no opinion____disagree____strongly disagree____

16. Case study situations were meaningful.
strongly agree____agree____no opinion____disagree____strongly disagree____

17. Case study situations could be more meaningful if prepared from personal experiences for discussion by the group.
strongly agree____agree____no opinion____disagree____strongly disagree____

18. Adequate time was allotted for case studies discussion.
strongly agree____agree____no opinion____disagree____strongly disagree____

19. I benefited from listening to the slide presentations.
strongly agree____agree____no opinion____disagree____strongly disagree____

20. As the program progressed, I found myself more interested in what others said than at the beginning.
strongly agree____agree____no opinion____disagree____strongly disagree____

21. As a result of the program, I feel better prepared to discuss problems with others in my own school.
strongly agree____agree____no opinion____disagree____strongly disagree____

22. The Group Leaders did not monopolize the discussions.
strongly agree____agree____no opinion____disagree____strongly disagree____

23. The Group Leaders kept the discussions oriented to the central issues and did not let them degenerate into irrelevant chatter.
strongly agree____agree____no opinion____disagree____strongly disagree____

24. The group was not unduly dependent on the Group Leader (s) but used its own leadership to find common solutions.
strongly agree____agree____no opinion____disagree____strongly disagree____

25. Discussions were allowed to develop spontaneously and proceed as long as they related to central issues.
strongly agree____agree____no opinion____disagree____strongly disagree____

COMMENTS: Do you have suggestions (about techniques, material, etc.) for improving future In-service meetings? (Use other side of page if necessary.)

1. EVERY MEMBER OF THE GROUP HAD AN OPPORTUNITY TO CONTRIBUTE TO THE DISCUSSION.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	65%	69%	93%	56%	52%	65%
Agree	35%	31%	7%	40%	45%	32%
No opinion	--	--	--	2%	--	1%
Disagree	--	--	--	--	3%	1%
Strongly disagree	--	--	--	2%	--	1%

2. EVERY MEMBER CONTRIBUTED TO THE DISCUSSION.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	24%	21%	21%	16%	14%	19%
Agree	52%	72%	65%	47%	41%	56%
No opinion	5%	--	--	4%	7%	3%
Disagree	19%	7%	14%	28%	31%	20%
Strongly disagree	--	--	--	5%	7%	2%

Lakeview - M.R. Wood -- Some teachers could care less.

3. THE DISCUSSIONS WERE ORIENTED TOWARDS DECISION MAKING, WHENEVER APPLICABLE.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	24%	24%	28%	11%	21%	20%
Agree	74%	72%	69%	58%	48%	64%
No opinion	2%	2%	--	7%	14%	5%
Disagree	--	2%	3%	12%	17%	7%
Strongly disagree	--	--	--	12%	--	4%

4. THERE WAS AN ATMOSPHERE OF FRIENDLY COOPERATION ESPECIALLY WHEN CONFLICTING POINTS OF VIEW WERE EXPRESSED.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	35%	42%	52%	41%	21%	38%
Agree	47%	56%	38%	52%	69%	52%
No opinion	12%	--	3%	7%	3%	6%
Disagree	6%	2%	7%	--	7%	4%
Strongly disagree	--	--	--	--	--	--

5. THERE WAS A FEELING OF PROGRESS TOWARD COMMON GOALS.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	37%	21%	27%	11%	10%	21%
Agree	47%	67%	70%	43%	48%	53%
No opinion	14%	12%	--	14%	17%	12%
Disagree	2%	--	3%	20%	21%	10%
Strongly disagree	--	--	--	12%	4%	4%

6. I FELT FREE TO EXPRESS MY VIEWS EVEN THOUGH EVERYONE DID NOT AGREE WITH THEM.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	51%	55%	50%	41%	35%	46%
Agree	47%	43%	43%	50%	59%	48%
No opinion	2%	2%	7%	5%	3%	4%
Disagree	--	--	--	4%	3%	2%
Strongly disagree	--	--	--	--	--	--

7. I GAINED SOME NEW INSIGHTS AND UNDERSTANDING OF DIFFERENT CULTURES AS A RESULT OF THE DISCUSSIONS.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	14%	21%	28%	4%	7%	14%
Agree	51%	57%	62%	33%	38%	47%
No opinion	12%	12%	7%	7%	10%	9%
Disagree	18%	10%	3%	22%	31%	17%
Strongly disagree	5%	--	--	34%	14%	13%

8. THE DISCUSSIONS HELPED ME TO CLARIFY MY THINKING ON SOME CULTURAL SIMILARITIES.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	9%	19%	14%	--	7%	9%
Agree	60%	61%	76%	29%	39%	51%
No opinion	12%	10%	10%	18%	15%	13%
Disagree	14%	10%	--	30%	32%	18%
Strongly disagree	5%	--	--	23%	7%	9%

9. THE DISCUSSIONS HELPED ME TO BETTER RECOGNIZE STUDENT PROBLEMS BROUGHT ABOUT BY CULTURAL BACKGROUNDS.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	12%	14%	18%	2%	7%	10%
Agree	65%	69%	68%	28%	43%	53%
No opinion	9%	12%	11%	7%	7%	9%
Disagree	9%	5%	3%	36%	32%	18%
Strongly disagree	5%	--	--	27%	11%	10%

10. GROUP MEMBERS EXPRESSED THEIR ACTUAL FEELINGS AND THOUGHTS WHEN CULTURAL ISSUES WERE BEING DISCUSSED.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	28%	23%	21%	12%	18%	20%
Agree	49%	53%	59%	64%	62%	57%
No opinion	14%	12%	17%	11%	10%	13%
Disagree	9%	12%	3%	9%	10%	9%
Strongly disagree	--	--	--	4%	--	1%

Lakeview - M.R. Wood -- Have no way of knowing if group members expressed their actual feelings and thoughts when cultural issues were being discussed.

Jones -- Agree with some, disagree with others.

11. I EXPRESSED MY ACTUAL FEELINGS AND THOUGHTS WHEN CULTURAL ISSUES WERE BEING DISUCSSED.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	56%	32%	41%	21%	28%	35%
Agree	39%	61%	55%	70%	62%	58%
No opinion	5%	7%	4%	4%	--	4%
Disagree	--	--	--	5%	10%	3%
Strongly disagree	--	--	--	--	--	--

Jones -- I think it would be most difficult to express true feelings.

12. AT THE START OF THE PROGRAM, I FELT I COULD TALK OPENLY WITH TEACHERS OF OTHER ETHNIC GROUPS.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	49%	29%	55%	42%	28%	40%
Agree	47%	55%	41%	36%	62%	48%
No opinion	2%	7%	4%	11%	7%	6%
Disagree	2%	9%	--	8%	3%	5%
Strongly disagree	--	--	--	3%	--	1%

13. I LEARNED SOME CULTURAL CHARACTERISTICS ABOUT GROUP MEMBERS OF OTHER RACES WHICH HELPED ME TO UNDERSTAND THEM AND THEIR VIEWPOINTS BETTER.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	12%	13%	21%	2%	7%	10%
Agree	53%	52%	55%	23%	24%	40%
No opinion	14%	25%	17%	16%	21%	18%
Disagree	16%	10%	7%	38%	45%	24%
Strongly disagree	5%	--	--	21%	3%	8%

14. AS A RESULT OF THE PROGRAM, I FEEL I CAN TALK MORE OPENLY WITH GROUP MEMBERS OF OTHER RACES.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	12%	22%	21%	2%	4%	11%
Agree	53%	52%	59%	13%	38%	40%
No opinion	14%	14%	10%	21%	7%	15%
Disagree	14%	12%	10%	43%	41%	25%
Strongly disagree	7%	--	--	21%	10%	9%

Jones -- I already felt I could talk more openly with group members of other races.

15. I FEEL I AM MORE AWARE OF OTHER PEOPLE'S VIEWS AS A RESULT OF THE PROGRAM.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	14%	21%	29%	3%	10%	14%
Agree	60%	65%	68%	27%	59%	53%
No opinion	16%	12%	3%	18%	10%	13%
Disagree	5%	2%	--	34%	14%	13%
Strongly disagree	5%	--	--	18%	7%	7%

16. CASE STUDY SITUATIONS WERE MEANINGFUL.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	16%	10%	21%	2%	--	9%
Agree	46%	73%	48%	16%	25%	41%
No opinion	14%	5%	7%	16%	14%	12%
Disagree	19%	10%	21%	20%	32%	19%
Strongly disagree	5%	2%	3%	46%	29%	19%

Lakeview -- Some cases were meaningful.

High school -- Elementary case histories were of little or no use for high school.

High school -- Case study situations were on elementary level.

17. CASE STUDY SITUATIONS COULD BE MORE MEANINGFUL IF PREPARED FROM PERSONAL EXPERIENCES FOR DISCUSSION BY THE GROUP.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	39%	41%	31%	50%	41%	42%
Agree	42%	37%	52%	39%	59%	44%
No opinion	14%	15%	14%	9%	--	10%
Disagree	5%	7%	3%	--	--	3%
Strongly disagree	--	--	--	2%	--	1%

Jones -- All cases should be on school level in which the module is presented.

High school -- Very good idea.

18. ADEQUATE TIME WAS ALLOTTED FOR CASE STUDIES DISCUSSION.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	40%	22%	28%	30%	10%	28%
Agree	56%	61%	62%	61%	76%	62%
No opinion	2%	5%	7%	5%	4%	4%
Disagree	2%	5%	3%	4%	10%	4%
Strongly disagree	--	7%	--	--	--	2%

19. I BENEFITED FROM LISTENING TO THE SLIDE PRESENTATIONS.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	33%	10%	21%	5%	10%	15%
Agree	58%	68%	66%	61%	45%	60%
No opinion	9%	10%	10%	11%	21%	12%
Disagree	--	10%	3%	9%	21%	8%
Strongly disagree	--	2%	--	14%	3%	5%

20. AS THE PROGRAM PROGRESSED, I FOUND MYSELF MORE INTERESTED IN WHAT OTHERS SAID THAN AT THE BEGINNING.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	2%	6%	29%	5%	7%	8%
Agree	42%	69%	50%	31%	48%	46%
No opinion	21%	8%	7%	13%	21%	14%
Disagree	33%	17%	14%	27%	21%	24%
Strongly disagree	2%	--	--	24%	3%	8%

21. AS A RESULT OF THE PROGRAM, I FEEL BETTER PREPARED TO DISCUSS PROBLEMS WITH OTHERS IN MY OWN SCHOOL.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	9%	17%	17%	--	3%	8%
Agree	49%	57%	62%	24%	31%	43%
No opinion	16%	21%	14%	20%	35%	21%
Disagree	19%	5%	7%	31%	24%	18%
Strongly disagree	7%	--	--	25%	7%	10%

22. THE GROUP LEADERS DID NOT MONOPOLIZE THE DISCUSSIONS.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	54%	38%	46%	31%	14%	37%
Agree	42%	60%	54%	67%	79%	60%
No opinion	2%	2%	--	--	--	1%
Disagree	2%	--	--	2%	7%	2%
Strongly disagree	--	--	--	--	--	--

25. DISCUSSIONS WERE ALLOWED TO DEVELOP SPONTANEOUSLY AND PROCEED AS LONG AS THEY RELATED TO CENTRAL ISSUES.

	Lakeview M.R. Wood	Jones	Blue Ridge	Junior High	Senior High	Total District
Strongly agree	35%	22%	24%	23%	7%	23%
Agree	61%	74%	69%	61%	87%	68%
No opinion	2%	2%	7%	9%	3%	5%
Disagree	2%	2%	--	7%	3%	4%
Strongly disagree	--	--	--	--	--	--

High school -- Individuals often dominated.

High school -- Relevant situations.

COMMENTS: DO YOU HAVE SUGGESTIONS (ABOUT TECHNIQUES, MATERIAL, ETC.) FOR IMPROVING FUTURE IN-SERVICE MEETINGS?

LAKEVIEW -- M.R. WOOD

Teachers need to present their own classroom situations and let other teachers attempt to find a possible solution and share experiences.

The techniques and material was well presented. Case studies taken from personal experiences would be helpful. Too many people not interested in the subjects at all. It helped to evaluate ourselves. Very good in-service where active participation from audience. Meaningful to all when group contributes and gives personal experiences.

Teacher participation is more interesting and stimulating than lecture.

Interesting and stimulating.

Very good.

More speakers like Dr. Bowers!

This type of presentation is good for future meetings - on other subjects as well. Good for pre-school in-service with new teachers.

Need more grade-level meetings to discuss how we teach different subjects.

Would have been better at beginning of school year.

JONES

I wish in-service meetings would provide time to whip up visual aids to be used in the classroom. Possibly instruction on making aids and group discussion of workable ideas.

The case studies were not written by people who know children. There was <u>too</u> much emphasis on racial questions for future in-service meetings of this type.

The meetings are very meaningful and I hope they continue and discuss some of our personal problems in our area and techniques or ways to help solve them.

If possible, schedule in-service meetings at other times rather than after school. Most teachers were tired and didn't contribute as much to the discussion during the second in-service session. (4 teachers had this reply.)

JONES (CONTINUED)

More time was needed to discuss cases. A more interesting way of team reporting to general discussion should be planned. It tended to drag as each team reported its findings.

Best in-service meeting we've had because teachers were interested and concerned.

Meeting would have been better if it was shortened.

Too much time was spent in presentations of the small group's summaries to the entire group. Basically this was caused by unnecessary repetition. Also, I felt that people tended to speculate a lot about factors that might be affecting a particular case study. This seemed futile because the number of such possible factors is infinite. It would have been better to deal with each situation just as it was presented without speculating about what Miss Thompson did last week, etc.

BLUE RIDGE

I thought race was over emphasized in particular to our school situation.

Let us use them for work days.

JUNIOR HIGH

Waste of time and money.

Give up in-service -- go back to a 5 day less school year.

Bunch of bull.

Use something real -- this was too far out.

This material was not relevant to our schools. A continual emphasis on race was sickening.

Use <u>personal</u> <u>problems</u> and actual situations in the classroom, problems relating to <u>our</u> school.

Case studies of our own problems.

Make problems more applicable to our own problems.

I am <u>sick</u> of discussing mythical racial problems. Each school should meet and discuss their own problems, not problems that don't even exist in the school.

Why all this concern and sympathy for students? When will teachers be listened to?

JUNIOR HIGH (CONTINUED)

The general mood of all teachers in here was one of disgust. Teachers are fed up with being subjected to such utter nonsense. This only makes teachers more frustrated and bitter.

The whole program is a waste of money, time and teachers' mental energy.

Please spare us of anymore of this irrelevant clap trap!

I would like more of our in-service to be spent in improving our curriculum and in individual teacher work. Faculty discussions are of value and can best be handled by the principal and faculty members.

If you've taught -- and have a reasonable understanding of children -- you could already do all these things!!

All cases should not have been racial.

In-service days at the end of each semester for grading exams and preparing report cards.

It did not <u>increase</u> my knowledge, but it did bring it up for discussion.

I was never in an ethnically mixed group!

Future in-service meetings should be relevant to our particular situation, and should be at least plausible. These situations were so vague and loaded that they were ludicrous to say the least. They must have been planned for a particular situation -- one that does not match ours.

In my opinion, teachers could better use their time for planning their classes and grading papers. For example, literature teachers could study areas where our school is very weak, such as composition, teaching of poetry, etc. This would be far more effective in the classroom results than what we have just been through.

I do not mind <u>any</u> meeting that is of benefit, and I resent any meeting that does not help our situation, and I honestly do not believe this one did.

This program was not applicable to our well integrated school district. The emphasis on ethnic problems was objectionable to me. The emphasis should have been on people as people -- not as ethnic groups.

I do not think any of the cases were actually ethnic problems.

Use outside source material and people to discuss pertinent social problems faced by our students -- alcohol, drugs, etc. -- also pertinent films.

JUNIOR HIGH (CONTINUED)

We should have more meaningful meetings pertaining to realistic classroom situations -- teacher-student relationships and problems.

HIGH SCHOOL

I felt that racial prejudice was stressed too much. Also that the teacher was placed in the wrong -- or treated like a mental case too many times. I feel that the case histories were of little help because they did not pertain to the high school level. I did not feel that the problems were relevant to this school.

Case histories were for elementary schools. Too much presumption prejudice built into program. The group that designed this project is prejudice beyond any of my dreams. They have told me that if I am not prejudice, then I am not normal. The central theme is negative.

Most of the material read by the leaders (and the slides) at the front of the entire group as a whole was a waste of time. It should have been eliminated. The meetings needed direction, and leadership, but not a bunch of boring lectures and boring elementary slides.

And if the same thing is done again, we should use situations and experiences from this high school, or from area high schools -- not that trite stuff (elementary and junior high) sent to us by this "management research."

I think it would be more meaningful if we discussed problems related to our school or at least cases pertaining to high school situations. I think the program very worthwhile.

Every case need not be racial. These situations occur in all and any classroom.

Most of the situations had nothing to do with race situations. They happen in any culture. There are plenty of cultural differences which were not brought out. In some groups, group leaders might have helped to keep one person from monopolizing the conversation and to draw out those who didn't say anything.

I did not attend all of the meetings. I felt and I had the impression that others did also that there was too much of the same thing. Maybe I just got bored because I had had the workshop before and because most people had such a ho-hum attitude.

Meetings were too long and too repetitious.

Too much attention to racial differences in printed material.

School Communications Program

Elementary Principals

A series of seminars was conducted in May on the subject of school/community communications. The purpose of the seminars was to survey elementary principals' problems and seek their ideas for the development of a local communications program. Discussions were held on methods of creating and maintaining two-way channels of communication between schools and the public.

Principals cited as most common, problems of ethnic relations, a hostile or indifferent local press, public apathy, and discipline in the classroom. As a group, the principals seemed a bit wary of dealing with reporters.

The old problem of apathy among parents is still a barrier to good school public realtions, according to the principals. Most parents never come to the school to talk to school personnel except on open house nights or when there is a discipline problem, and thus remain poorly informed about the school and its needs.

Principals need to "become news conscious --- to develop a sense for spotting stories that can create favorable impressions for the school."

The group suggested several strategies for avoiding potential public realtions difficulties and reaching a broader spectrum of the community. Principals should actively seek interaction with all school publics: parents, non-parents, students, staff,

and faculty.

Administrators tend to neglect the receiving end of communication, and think of adequate communication as one-way speeches, newsletters, and letters to parents. A principal agreed strongly on this point, recalling that when he visited his students' parents in their homes, he had found them "hungry" for conversation about their schools and their children.

The most overlooked medium of communication at principals' disposal is non-professional staff --- janitors, cafeteria personnel, bus drivers. Including these persons in occasional staff meetings and making them feel they belong in the school family is invaluable because they have access to publics very often inaccessible by principals. Whenever possible apply the 'team' approach.

ELEMENTARY SCHOOL PRINCIPALS
COMMUNICATIONS SEMINAR

Feedback Sheet

NAME: _____ Male: ____ Female: ____

SCHOOL: _____

DISTRICT: _____ DATE: _____

Number of years served as Principal:_____

Number of years as Principal in present district: _____

1 - I feel that I communicate with the majority of the students in my building....

_____ Extremely well _____ With some difficulty

_____ Better than average _____ Not at all

2 - I feel that my best "personal" communications asset is _____

_____.

3 - I feel that I communicate with my staff....

_____Extremely well _____With some difficulty

_____Better than average _____Not very well

4 - I am in contact with parents most often via ....

_____Written communication _____Verbal communication

5 - I feel that I communicate with the general public (both parents and non-parents) ...

_____Often _____Occasionally _____Seldom

6 - I feel that I communicate with my Superintendent....

_____Extremely well _____With some difficulty

_____Better than average _____Not very well

7 - I have attended other programs, seminars or workshops sponsored by agencies other than my school system that were devoted primarily to the subject of communications.

_____Yes _____No

8 - I have a written Communications Plan in my office and it is readily accessible.

_____Yes _____No

9 - I am ...

_____Vitally concerned

_____Mildly interested

_____Unconcerned

...about improving communications within my area of responsibility.

10 - As I see it, Elementary School Principals have the greatest need for communications assistance in

_____

_____

_____

_____

_____

_____

_____

TALLY OF FEEDBACK ON ITEM #10 ON QUESTIONNAIRE

(Random sample)

#10 - As I see it, Elementary School Principals have the greatest need for communications assistance in

_____

Staff and parent relations

Working with News Media

Communicating with the public; in developing curriculum and organizational improvements

Minority problems and non-parent support

Working with minority groups

Enlisting support for change in long standing practices such as grading, curriculum, etc. and in making problems unique to the elementary division understood at the Superintendent level

Involvement of teachers in decision-making process..how to start this, pitfalls, examples of how this is working in other districts

Intra-district communication

Working with parent volunteers

Positive PR through to parents, newspapers and other media

Helping teachers realize the importance of good communications with parents

Informing parents concerning school policies and innovative curriculum

Articulating academic programs and/or innovations in programs and organizations

Academic freedom in program development

Communicating with parents and general public...also in effectively evaluating the communications system and programs. How well are they working?

Minority groups -- implementation of feedback procedures from these groups

HUMAN RELATIONS

Plan of Action

The Fort Bend Human Relations committee was formed by the teachers after the three inservice sessions on human relations. Every school in the district has organized a unique branch of the Human Relations committee to deal solely with the school's problems and needs in the area of Human Relations. The possibilities and potentials of such a committee are endless. Actions which the group has taken include recommending creation of a staff position within the school system to work full-time at improving human relations, sponsoring an open forum where diverse community viewpoints would be presented, studying and recommending changes in school board policy dealing with religion and public education, and considering minority complaints about inaccuracies and biases in instructional materials.

The school board has agreed to pay travel expenses for a monthly speaker for the Human Relations committee.

A neighborhood advisory groups could fulfill a number of functions by having professional people living in the district contribute their services in an advisory role. Let them help with human relations.

People are first interested in themselves and anything that affects them. "School is people". It is the interrelationship of everything that happens within the people and among the people

who are affected by the life of that school. Currently, the students are trying to establish a student human relations council on the high school campus.

The public relation techniques being used, in the hands of a competent public relations director, can help to overcome the credibility gap and thereby significantly improve school community relations.

Our long rang mission must be to join in a community wide effort to get at the sources of the problems. We know that no solutions are possible until we provide all people with real equality, real justice, and real opportunity.

HUMAN RELATIONS

A Recent Result of the Action Taken to Promote Human Relations

The Fort Bend ISD received one of the five top awards presented by the Texas State Teachers Association to recognize outstanding achievements in Human Relations during 1974.

The awards were presented recently during an annual TSTA Human Relations conference, held in San Antonio, Texas.

The award consists of a bronze plaque with the inscription, "For providing outstanding leadership and promoting better human relations..."

The TSTA judges recognized the Fort Bend unit from more than 150 districts presenting human relations programs in 1974.

The workshop, which involved a large proportion of the Fort Bend School District's.800 emplyees, had the theme of "Why Am I Like I Am?" The workshop activities included students, teachers, community workers, parents, paraprofessionals and administrators.

The committees from each campus will meet on a regular monthly basis to improve communications and exchange ideas and information.

At all of the district's schools, principals will meet with a council of teachers in principal's advisory councils.

Using student advisory meetings following two types of activities relating to promoting human relations will be used during the school year.

Contemporary Issues

This activity group will consider many issues which currently divide our country from the local to the national level.

Examples: Urban problems--polution, poverty, integration of neighborhoods, prejudice, crime, drugs; Equal Rights Amendment; amnesty; and those issues introduced by students.

Human Relations: A Challenge

Learn to communicate with people: black vs white, white vs brown, etc. Getting along with people is the key. Sensitively sessions, expressing likes and dislikes, fears, inhibitions--we will learn from each other.

Recommendations and Observations

Supplementary Plans of Action

Through finding ways to help the school district implement a communications program many alternatives were found to exist. The definite plans of action offered served to expedite the communication process and bring about positive results. Already, though, as a result of this study other plans have been formulated and are in the process of being carried out.

Our district is producing a newspage for the residents of the district, a Superintendent Newsletter to the faculty and staff of all schools, a weekly calendar and daily bulletin from the principal to the faculty and students of each individual school.

A program of evening guidance services is underway at John Foster Dulles High School from seven to nine o'clock on Tuesdays. The primary purpose of the program is counseling with parents who are otherwise unable to utilize such services regarding their childrens' problems or performance in school. The secondary purpose is to open opportunities for such guidance services as family counseling groups, rap sessions on the topic of possible careers or any other guidance services parents or students feel they need.

We are trying to build into the systems's communication program a constant two-way flow of information, question, constructive criticisms, and suggestions from the parents. Currently, we have in operation a program called "Operation Hotline Hour," to strengthen the

communication between the school district and the community.

The program opens up the office of district administrators and school principals to telephone calls from parents and patrons every Wednesday between twelve noon and one o'clock during the school year.

All outside and incoming calls at the schools for anyone except school administrators are restricted during this weekly period in order to have the principals and their assistants accessible for phone calls to answer any and all questions pertaining to the schools.

The plan has enabled parents and patrons to get first-hand facts about the school district and has resulted in a better informed community.

Tutors are being sought to work in the tutoring program available free of charge to all junior and senior high school students in the Fort Bend School District. The help is being offered at the district's special assignment school Saturdays from nine o'clock in the morning to three o'clock in the afternoon. Responsible, knowledgeable volunteers who like to work with young people on a one-to-one basis are being sought for the program.

A number of new and apparently production relationships between schools and the public at system-wide, neighborhood, and school building levels were observed. Both citizens and school officials were satisfied with these arrangements although the precise nature of their benefits is not yet apparent. At the very least, it can be said that capabilities to identify problems have been expanded and new resolve to cope with them has been generated.

The problems of relations between and among races although subdued and glossed over many times are prominent in this school-community interactions. It is more comfortable for most to ignore racial issues or to act as if they were not significant variables. But, racial matters are there and as such must be dealt with and respected.

Changes in board of education procedures are called for in many instances. School board business shall be conducted openly in public meetings. Citizens are being encouraged to attend these meetings and make their views known. Hard as it may be to collect and analyze feedback from a large audience, some knowledge of people's reactions--limited and indistinct as it may be—is more helpful than no knowledge at all. Without the benefit of feedback it is difficult, if not impossible, to measure the sucess of a communication program. The feedback provided by the opinions voiced and the behavior displayed is essential to the process.

People assume a negative position toward school practices they do not understand or accept. This attitude serves as a backdrop against which all communication is interpreted. This is the problem on which this project is based. It is hoped that by this study and the action taken much of this negativism will be lifted. This attitude can be altered by a steady flow of information that leads people to perceive education in a useful context and to understand the need for moral and financial support.

The community, student and faculty opinion surveys indicate a need for the development of a good communication program. Our objective is to improve school-community relations by providing more concise and understandable information.

The community communication program will be designed to open lines of communication between the school and the community. This is to better inform the parents of the activities and services available to their children and how they might take advantage of them and to provide methods by which parents can make their needs known to the school.

We have to overcome the naive assumption that anyone can communicate clearly, the erroneous belief that putting some words down on paper will automatically reach everyone we want to, and that everyone will have a clear idea of what we said.

Before this study the district did little to communicate. They naively assumed that the public would support the school district's needs simply because the schools existed. That day is over. Schools must gain support through good performance and solid communication efforts.

It is hoped that the public's almost total lack of understanding about the districts' educational procedures will be overcome and interest stimulated in the public by an almost over-saturation (if this is possible) of communication type action. Better on overload, if the result of better understanding through communication is to be expected.

Then methods of communication can be expanded and refined to better meet the needs of the community as public reaction is received.

APPENDICES

APPENDIX A

PROCEDURES FOR STEP I

An award will be issued to each recipient from the following plants:

CENTRAL ADMINISTRATION	1
DULLES SENIOR HIGH	1
DULLES JUNIOR HIGH	1
BLUE RIDGE ELEM.	1
MEADOWS ELEM.	1
E. A. JONES ELEM.	1
RIDGEMONT ELEM.	1
LAKEVIEW ELEM.	1
M. R. WOODS ELEM.	1
TOTAL	9

CRITERIA

One recipient from each school campus and including the Central Administration will be selected to receive the first Fort Bend Local T.S.T.A. Human Relations award.

The following suggestions should be considered in selection of your recipient.

A. Every employee on your campus is eligible.

B. The person should be selected by vote of the faculty under supervision of the superintendent at the central Administration or his representative and under the direction of the Principal at each individual school.

C. The recipient would have demonstrated ability to work successfully with all Ethnic Groups.

D. Is considered to be "outstanding" in his area of work whether he or she be an administrator, teacher or para-professional.

E. The recipient should be able to demonstrate and practice his or her ability to promote understanding, well being, citizenship, brotherhood, in students of all ethnic groups.

F. Deals effectively with human relations as it involves other co-workers, administrators, teachers, para-professionals and other lay personnel.

The election on the various campuses and central administration should be conducted between the 7th and 14th of November.

The name of the winner should be sent to B.J. Baines, Chairman Human Relation Committee/Blue Ridge Elementary, Via-Pony express on or before Tuesday, November 20, 1974. Awards will be issued to recipient on November 26, 1974.

SUGGESTED FORM

My vote for the first Fort Bend Local T.S.T.A. Human Relations award goes to

_____

_____
Signature

Please see to it that this information is made available to all members of your faculty, professional and para-professional.

Blue Ridge Elementary School

FORT BEND INDEPENDENT SCHOOL DISTRICT

500 DULLES AVENUE
STAFFORD, TEXAS 77477

PHONE 437-7363
HOUSTON, TEXAS

OFFICE OF THE PRINCIPAL

BEST COPY AVAILABLE

May 4, 1974

Mr. L.P. Sturgeon,
Executive Secretary T.S.T.A.
316 West 12th Street
Austin, Texas 78701

Dear Mr. Sturgeon:

Enclosed are "summations" of our program that was presented on March 26, 1973. This intitial program from start to finish involved all 800 of our employees of every category of the Fort Bend Independent School District, we believe that the program:

(1) Brought about a great amount of positive change for better human relations which took place as a result of this project.

(2) This project will be of a continuing duration.

(3) Many categories of people were included in the activity such as students, teachers, community workers, parents, minority groups, paraprofessionals, administrators.

Respectfully,

B.J. Baines

BJB/lfs

B.J. Baines, Chairman
Committee on Human Relations
Fort Bend Local Unit T.S.T.A.

APPENDIX B

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TO: MEMBERS OF THE COMMITTEE OF HUMAN RELATIONS

FROM: B.J. BAINES

RE: FORTH COMING PROGRAM FORT BEND LOCAL UNIT T.S.T.A.

DATE: MARCH 26, 1974

TIME: 7-9 P.M.

PLACE: CAFETERIA: JOHN FOSTER DULLES HIGH SCHOOL

CENTRAL THEME: "WHY AM I LIKE I AM?"

RESOURCE CONSULTANT: MR. LEE HICKS, ASSISTANT DIRECTOR OF HUMAN RELATIONS, DIVISION OF FIELD OPERATIONS, TEXAS STATE TEACHERS, ASSN.

COMMITTEE ASSIGNMENTS

1	2	3	4
PUBLICITY	REFRESHMENTS	CLEAN-UP	PROGRAM
Mary Jo Jenkins	Beatrice Villarreal	B.J. Baines	Linda Sazma
Glenn Becendorff	Diane Villarreal	Virel Kalinowski	Karen Freedman
Lenny Garcia	Renee Wallace	Martin Ruffino	Jane Haley
Charles Thomas	Linda Graham	Irene Piskura	Glenn Beckendorff
Vici Delgado			
Emma Ross	Blue Ridge Elem.	Volunteers	Irene Piskura
Jo Barginear	Faculty (Host)		B.J. Baines
Lynn Tobin			
			Lee Hicks (T.S.T.A.)

In order for this program to be a success, each committee will have to do its unique job throughly. Each one of you have done a marvelous job thus far, let's keep it up.

Our next meeting for the Human Relations Committee will be held!

DATE: WEDNESDAY, NOVEMBER 14.

TIME: 4:00 P.M.

PLACE: BOARD ROOM ADMINISTRATION BLDG.

Please try to be present, we need your help.

BLUE RIDGE ELEMENTARY

TO: MR. EDWARD MERCER, SUPERINTENDENT OF SCHOOLS

MR. LAWRENCE ELKINS, ASST. SUPERINTENDENT

MR. VICTOR ROPER, ASST. SUPT. OF PERSONNEL

MR. JIM RATCLIFF, DIRECTOR OF SECONDARY SCHOOLS

MR. EDWARD EARNEST, DIRECTOR OF ELEMENTARY SCHOOLS

MR. LEE HICKS, HUMAN RELATIONS CONSULTANT T.S.T.A.

MRS. FRANKIE PARKER, PRESIDENT OF FORT BEND LOCAL T.S.T.A.

MR. JOHN HANCOCK, PROGRAM CHAIRMAN

ALL PRINCIPALS

MEMBERS OF HUMAN RELATIONS COMMITTEE

FROM: THE HUMAN RELATIONS COMMITTEE FORT BEND LOCAL T,S.T.A.,

B.J. BAINES, CHAIRMAN

RE: FORTH COMING PROGRAM FOR T.S.T.A. LOCAL

DATE: MARCH 26, 1974

TIME: 7-9 P.M.

PLACE: JOHN FOSTER DULLES HIGH SCHOOL CAFETERIA

DEAR CO-WORKERS:

The committee on Human Relations is calling upon you to help us carry out this program that will be centered around Human Relations. Our central theme will be "Why Am I Like I Am?" We promise you that not only will this program be interesting but also informative.

Please help us out by helping us to complete step I.

APPENDIX C

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MEMBERS OF THE HUMAN RELATIONS COMMITTEE
Fort Bend T.S.T.A. Local

1.	B. J. Baines (Chairman)	Blue Ridge Elem.
2.	Mrs. Mary Jo Jenkins	Lakeview Elem.
3.	Mr. Glen Beckendorff	Dulles High Schl.
4.	Mr. Virel Kalinowski	Dulles High Schl.
5.	Mrs. Lenny Garcia	Meadows Elem.
6.	Mr. Charles Thomas	Dulles Jr. High
7.	Mrs. Vicki Delgado	Jones Elem.
8.	Mrs. Emma Ross	Ridgemont Elem.
9.	Mrs. Irene Piskura	Ridgemont Elem.
10.	Miss Beatrice Villarreal	Dulles Jr. High
11.	Mr. Martin Ruffino	Dulles Jr. High
12.	Mrs. Jo Barginear	M. R. Wood Elem.
13.	Mrs. Pat Haley	Blue Ridge Elem.
14.	Mrs. Renee' Wallace	Blue Ridge Elem.
15.	Miss Linda Sazma	Meadows Elem.
16.	Mrs. Karen Freedman	Meadows Elem.
17.	Miss Diane Villarreal	Blue Ridge Elem.
18.	Miss LINDA GRAHAM	M.R. WOOD SCHOOL

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COMMITTEE ON HUMAN RELATIONS

Fort Bend T.S.T.A. Local

EX-OFFICIO

Mr. Mercer
Mr. Abercrombie

1. B. J. Baines - Chairman
2. Mr. Garcia - Blue Ridge Elementary
3. Mr. Jarosch - M. R. Wood
4. Mr. Derhendorff - Dulles High School
5. Mr. Kalinowski - Dulles High School
6. Mrs. Shane - Lakeview Elementary
7. Mrs. Foy - Lakeview Elementary
8. Mrs. Freedman - Blue Ridge Elementary
9. Mrs. Del Gado - E. A. Jones Elementary
10. Miss Stacy - E. A. Jones Elementary
11. Miss B. Villarreal - Dulles Junior High
12. Mr. Ruffeno - Dulles Junior High
13. Miss Sazma - Blue Ridge Elementary
14. Mrs. Wallace - Blue Ridge Elementary
15. Miss D. Villarreal

APPENDIX D

"Human Relations begins with understanding and accepting oneself, and then relating to other people on the basis of their dignity as fellow human beings."

Our T.S.T.A. Human Relations Committee is reorganizing for next year. We need the help of those who are interested in relating to others and solving problems that exist today. We intend to deal with various aspects of the classroom, school situations, community relations, and people to people relations throughout next year. We are looking for enthusiastic people who will help us make something of our committee.

I would like to especially encourage our minority teachers to join us and offer your ideas and insight into special problems existing.

We meet once a month plus any necessary special meetings.

Please give this your consideration. I feel this will be well worth your time. Please send the names and phone numbers of the interested people to me.

Karen Freedman
3001 Hillcroft #150
Houston, Texas 77027

or

Meadows Elementary School

BEST COPY AVAILABLE

BEST COPY AVAILABLE

August 29,1974

Dear Faculty Member,

We at the High School have a chance to organize a unique branch of the Human Relations Committee of the Fort Bend I.S.D. The High School Committee will be set up to deal solely with the High School's problems and needs in the area of Human Relations. The possibilities and potentials of such a committee are endless. The need for such a committee on our campus is great. Any faculyt member who can donate time and ideas is invited to submit his or her name to me as soone as possible. Please indicate a preferance of morning or afternoon for a possible meeting schedule of once a month.

The first district meeting of the Human Relations Committee will be held Thursday, Sept. 5, at 4:00 P.M. in the board room of the Administration Building.

All are invited to come.

WE NEED YOUR HELP!!!

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11/20/74

The Human Relations Committee is electing an individual from each campus to receive the TSTA Human Relations Award. The awards will be presented at the December 2 TSTA meeting. Please indicate your nomination for the High School Campus, and place this ballot in my box as soon as possible.

My nomination for the Dallas High School TSTA Human Relations Award is: _____

Thanks,

C. Erwin
High School Representative

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